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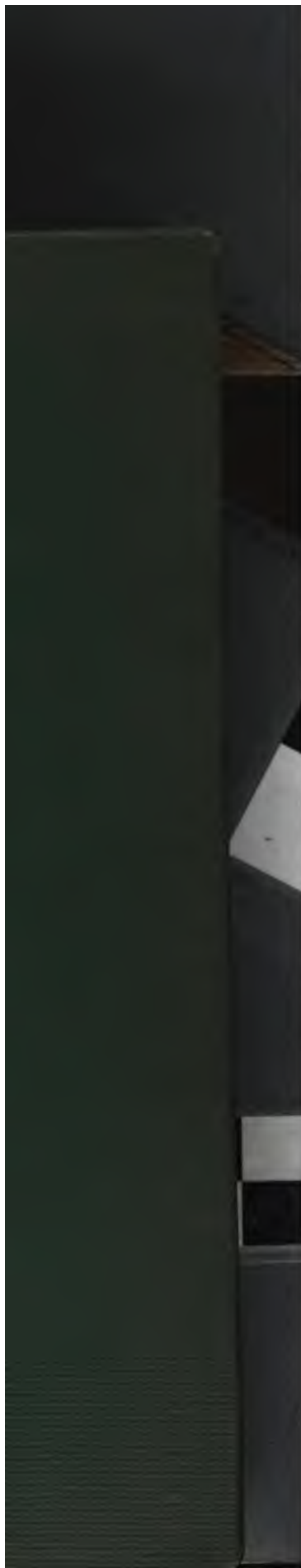
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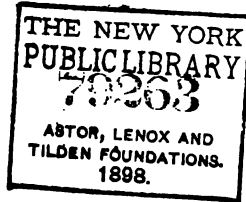
ANNE



FIFTEENTH
ANNUAL REPORT
OF
THE SUPERINTENDENT
OF
PUBLIC INSTRUCTION
OF THE
STATE OF WISCONSIN,
FOR
1862
THE YEAR ENDING AUGUST 31, 1863.

By J. L. PICKARD,
SUPERINTENDENT OF PUBLIC INSTRUCTION.

MADISON, WIS.:
WILLIAM J. PARK, STATE PRINTER, HARDING'S BLOCK.
1863



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
MADISON, December 10, 1863.

To His Excellency, EDWARD SALOMON,

Governor of Wisconsin :

SIR:—I have the honor to transmit, through you, to the Legislature of the State of Wisconsin the Fifteenth Annual Report from the Department of Public Instruction.

I am, sir,

Your obedient servant,

J. L. PICKARD,
Superintendent of Public Instruction.

RECEIVED
DEC 11 1863
J. L. PICKARD

ANNUAL REPORT.

To the Honorable the Legislature of the State of Wisconsin :

GENTLEMEN—In accordance with the requirements of Section 67, Chapter 10, Revised Statutes, I have the honor to submit the following

REPORT :

Another year of civil strife has passed. Though remote from the scenes of war, Wisconsin has yet felt the shock. Amid rejoicings over successes, and mournings under defeats, the people of the State have often had their attention diverted from the usual routine of their daily avocations. Discussing freely and earnestly the needs of the present, and giving cheerfully of whatever may preserve our national integrity, they have not forgotten that there is a future before us as a nation, and that the foundations of our future prosperity may now be laid in the higher and better culture of the youth who are to take charge of our State and National interests in the new and not far distant future. The rebellion now raging will be subdued. The Union will be carried safe through its present dangers. Dangers will threaten it in the years to come. Not the least among these will be the ignorance of the people. This fact has been felt and its recognition has awakened new interest in the cause of Popular Education. Our Schools are better filled, better taught, and better supported than in years previous. Teachers have rallied nobly to the support of their country. Some have gone forth to maintain her honor upon the battle-field—others are inspiring the young with that love of country which shall lead them to maintain her honor at home, when liberties preserved by sacrifice of blood and treasure shall be entrusted to their care, and when the institutions saved from overthrow shall look to them for protection. That this latter class has done its duty faithfully, may be seen from the following

REPORTS BY COUNTY SUPERINTENDENTS.

In September last the following Circular was addressed to the several County Superintendents of the State :

STATE OF WISCONSIN,
OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
MADISON, Wis., Sept. 7, 1863.

*Dear Sir :—*In making my Annual Report to the Legislature, I would be glad to embody a brief Report of the Condition and prospects of the Schools under your immediate charge.

Will you please prepare such a Report, embracing the results of your work and of

your observations for the year ending August 31st, 1863, and transmit the same, with your Statistical Report, to this office, or if it suits you better, at any time previous to November 1, 1863.

The space that can be allotted to the Reports of the several County Superintendents is so limited as to make it necessary to ask you not to exceed five or six pages of manuscript.

The points upon which I would like information are as follows:

1. **SCHOOL HOUSES**—New Houses built, Improvements during the year, School Furniture, Apparatus, Maps and Charts.

2. **NUMBER OF GRADED SCHOOLS**—Number having two Departments, Number having three or more Departments.

3. **TEACHERS**—Number examined, Number holding each of the three grades of certificates, Evidences of improvement, Average qualifications as compared with the previous year, Number employed in same school previous year.

4. **PUPILS**—General average of punctual attendance upon school, General deportment, Progress made in study.

5. **PATRONS**—Visits to school, General interest, Co-operation with Teacher by active efforts to advance the interests of the school.

6. Any other matter of general or of local interest that you may choose to present. Any suggestions you may desire to present with reference to the wants of our schools or the defects of our school system, will be most thankfully received.

N. B. You will confer a favor by sending me copies of Notices or Circulars you may issue, as also copies of your questions used in examinations.

Yours very Respectfully,

J. L. PICKARD,

Sup't of Public Instruction.

The responses that have been received are herewith submitted, together with such Notes and Remarks as I deem proper to make, in immediate connection therewith.

Similar circulars were sent to each City Superintendent of Schools not under the immediate supervision of County Superintendents. The reports from City Superintendents are submitted together with those from the counties to which they belong.

I am gratified to be able to present so full a report of the condition or the schools throughout the State. I had hoped to receive some statements from each County Superintendent, but have failed, as will be seen, in a few instances.

The Superintendent of the East District of Dane County has left the State, so that nothing like a full report can be given by his successor.

ADAMS COUNTY.

(NO REPORT.)

ASHLAND COUNTY.

(NO REPORT.)

BROWN COUNTY.

In compliance with your request, I send you such information as I have been able to gather during the brief time I have held this office. I regret that ill health during the entire summer prevented me from giving

proper attention to school matters in this county. The following is given in the order stated in your circular :

1. Two new school houses have been built in the county since last spring. No improvements worthy of note.
2. One school has two departments.
3. There have been 124 teachers examined during the year ending September 30, 1863 ; two of them received first grade, two received second grade and one hundred and twenty received third grade certificates.
4. General average of punctual attendance and progress in studies, very good in Green Bay, Depere and South Ward of Fort Howard. No school in North Ward. Further than this I am not able to state.

E. HICKS, *County Superintendent*.

NOTE.—Mr. Hicks was appointed during the latter part of the spring to fill the vacancy occasioned by the resignation of Mr. Anderson, and is not yet prepared to report fully from personal observation.

BUFFALO COUNTY.

In reply to yours of Nov. 10th, I enclose a printed circular, which will give a picture of the condition of at least a majority of our schools.

Dark as the shades are, they are not overdrawn, but we have schools of which any county might be proud, and I doubt whether any common school in the State can show a class of scholars farther advanced than the school at Mondovi, under the management of Mr. D. B. Allen, or that any village of the size of Fountain City, can show a better built and better filled school house than we can. This is the only district in the county, which employs two teachers, over seventy children occupying the seats in both schools.

I have issued during the present year twenty-eight certificates, of which number eleven were issued after the public examination in April, and seven upon the public examination in October. The balance were issued upon private examinations. I refused certificates to two applicants.

Third grade certificates, 17.

Generally I can report progress as to the interest people feel in their schools; progress in the management of the schools, and progress in the knowledge of our children. This does not mean perfection by any means, but a waking up and a movement in the right direction.

A. FINKELNBURG, *County Superintendent*.

NOTES.—Accompanying the Report was an address to District Electors, to which reference is made, and from which I extract the following very well timed remarks. This address was designed to be read by the Clerk of the District at the Annual Meeting.

In speaking of school houses he says,—“Now, neighbors, look around you and see whether this house and surroundings are fit to be the home of your children. I think I can hear an emphatic, “No!” throughout nine-tenths of all the districts. The house is too small; it is either open to all the winds, or not ventilated at all; it is dirty, not whitewashed, doors and windows will either not close or not open, no chimneys, no outhouses, no play-ground, nothing but a miserable shanty in the road, or on some bleak, craggy point, which could not be used for anything else. Do you wonder that your children come home sick, after passing an entire winter day in this house, coming in warm and heated after their long walk from home, then exposed to the keen air, blowing through that broken window? Would any one of you sit for hours on that

straight-backed bench, your face within twenty-four inches of this hot stove, then be sent outdoors for recess to cool off suddenly in the cold, freezing wind, and not call it murder? Knowing that there is no play-ground here but the dusty road, do you wonder that your children, sent off neat and tidy, come home dirty; only dirty at first, but by degrees with a certain love for dirt and slovenliness, which will inevitably lead to low habits and coarseness of mind? Now then, see to it, that all this is amended, and act for it to-day. How much will it cost to build a chimney, to plaster and whitewash the house, to fix and paint the doors and windows, and have the upper sash movable, to procure a large blackboard, sponge and chalk, to buy benches and desks to suit the smallest as well as the largest scholar, to scrub floor and benches, to drive nails near the entry for caps, bonnets and shawls; to put up blinds to the windows which face the sun; to clean and level the school lot, build two out-houses, fence the whole and plant a few shade trees, if there are none. All this will cost but little, and that little will be the best investment you can make. If your district is able, you will not stop here, but vote an additional ten or fifteen dollars for a few outline maps, which are not only an ornament to every school house, but positively a necessity."

With reference to length of school and employment of teachers, he speaks thus: "It is for you this day to determine the length of time a school shall be taught in your district, and I do hope that you will abandon the stingy "three months term," just to draw the State money, as you say. If your district is so small that you cannot afford a longer term, you were very wrong in allowing it to be divided, and the sooner you join the next district, and have eight or nine months of schooling, the better for your children. A school of three months, and a neglect of nine months, which generally follows, is a disgrace to our age, and the sure way to raise an illiterate and sluggish community. It takes the best teacher, at least one month, to organize a school, have the scholars furnished with proper books, to gain their confidence and obtain proper authority, and if the doors of the school house have been closed for the last nine months, and the teacher is a stranger to the children, few will accomplish this before half of a three months term has expired. It is therefore plain, that a short term generally closes at the very time when teacher and scholar begin to be interested in their studies, when everything is in nice running order, in fact, when one month further teaching would be of more practical benefit than two months at the beginning. And here let me remark, that it is a great drawback and disadvantage to change teachers every term; avoid it if you can, and allow your children to go on quietly with their studies where they left off last term, without being frightened every three months by a new face, troubled by new rules and trainings, puzzled by new methods and doctrines."

CALUMET COUNTY.

The result of my examinations, held in October, 1862, is as follows:

Number examined, 48; number licensed 46, all third grade. There being more schools to be taught than teachers in the county, a number of teachers were employed from adjoining counties.

I found during my tour of visiting schools in the winter, that much improvement had been made, especially among the teachers, in their "Theory of Teaching." Many were studying hard to perfect themselves in their calling, and were ready to inquire for advice. In many districts the citizens were really interested in their schools. They looked upon the school as the institution of their isolated settlements, and the records show that the parents think it worth their time to call on the teacher at his place of business. But still I found some of the old "eye-sores" to the educational interests of the county—the penuriously and miserably constructed old log shanty school houses. They were familiar. I had been there before. The same rickety benches and desks were there; the same holes in the wall, where the chinking of dried mud had fallen out;

the same old rusty stove, with its broken door, sat on the same box of dirt, (not sand,) and in it was frying, sizzling and steaming, the same soggy, green wood. And strange to say, I yet saw, hitching and twisting on those old, hard, rickety, backless benches, with their eyes swollen and red from smoke, with their lips quivering and blue from cold, some of the same children whom I had seen one year before in that same old hovel, not ruddy and healthy, but yet alive. (1.)

Poor children ; how much taste, neatness, order, beauty and intelligence to you is lost, just through that old log school house.

I did not inquire of the teacher how her school progressed.

At my examinations held last March, the whole number examined was 70; number licensed 53. Sixteen certificates were given for six months, and confined to certain districts. None but third grade were given. During the summer there have been three frame and two log school houses built, total cost \$1,630, and at the last annual meetings \$1,400 was raised for the same purpose.

Our institute, held at Stockbridge last September, was well attended. The names of twenty-three new members were recorded, some of them being old teachers, but now farmers, merchants and ministers—not one lawyer. We were assisted by Revs. Randall, Hayward and Saben, and by a few live teachers from adjoining counties. The institute continued for one week, and we had a lively, pleasant and profitable time, and I believe there was not a member present but who was convinced that the institute is just the thing for encouraging and instructing the teacher and awakening an educational interest among the people.

A. W. HAMMOND, *County Superintendent.*

NOTE 1.—This is a faithful picture of many school houses in the State. In a few instances these “eye-sores” remain because the people are utterly indifferent ; in others because they have not confidence in their ability to secure the remedy ; in others still, because they are more fond of money than of healthful and intelligent children. Teachers may do very much toward correcting such deformities as are found in desks and benches and stove, by their own personal efforts. Ere long all such structures will be numbered as curiosities. The good time is coming. We must wait and labor a little longer.

CHIPPEWA COUNTY.

The schools in this county have improved during the last year in attendance and scholarship. All the districts in the county, excepting two recently organized, are provided with school houses. Two new school houses have been built during the year. Some of the pioneer buildings are yet in use, but many of the districts are provided with comfortable and convenient school houses.

School officers and parents have generally manifested much interest in the improvement of schools. In some of the districts schools are frequently visited by the parents and regarded with interest, but in a majority of the districts this duty is entirely neglected.

The fear of high taxes has not embarrassed the schools, nor long distances prevented the attendance of scholars. In some districts scholars have walked over three miles to attend school. The extent of sparsely settled territory, composing many of our new districts, detracts very

much from the usefulness of the schools. Winter schools cannot be kept in some, in consequence of deep snows and scattered population.

The school in Chippewa Falls has, from its organization, improved rapidly. The two large departments, one year ago, could not accommodate all the pupils, and a third department was formed. The present school rooms, though built with a view of what the future would require, are found entirely inadequate to the present want, and the question of building a substantial house, capable of accommodating four departments, is now being agitated. There is also a select school kept here during part of the year.

The teachers have labored zealously for the improvement of schools, and generally with success. About two-thirds of our schools have been under the care of teachers fully sensible of the responsibilities of their positions, and well qualified to discharge their duties; but the increasing number of districts brings inexperienced teachers, and in some cases, teachers not properly qualified.

The examinations have been well attended. Teachers that can conveniently, attend every examination, and have done much to increase the interest. (1.)

We need a few more qualified and experienced teachers, and an increase of interest among parents in some of the districts. I cannot but feel highly gratified with past improvement and the future prospect of our schools.

R. PALMER, *County Superintendent.*

NOTE 1.—Teachers fully alive to the responsibility of their position will omit no opportunity given for self improvement. All can not attend conveniently the Semi-Annual Examinations, yet those who can do so will get good and do good. The best teachers of a county may help the weaker and less advanced by such a course. I have found a few who felt it a task to be called upon to attend a public examination, since it was well known that their attainments would entitle them to any certificate they might ask. The examination may to such persons be of little value or importance, but their influence upon others is beyond estimate, and under no circumstances should they seek an excuse for absence. If any have superior attainments, for that very reason should they lend in every possible way the helping hand to their less fortunate fellow laborers.

CLARK COUNTY.

The public schools in this county are improving. The interest taken in the schools is gradually increasing. The children in most of the Districts are so scattered that it is almost impossible to keep up a regular attendance. Owing to the fact that most of the teachers here employed are from abroad, and come here and teach one term only, they hardly get acquainted with the scholars before their term is out. This fact makes it impossible to advance the schools, as they would be, could we procure teachers for a term of years. We must submit to this till our county becomes more thickly populated, and we are able to offer such inducements to good teachers, as will retain them permanently among us. The school fund of this county for years past has consisted of county scrip and *county orders*, to a great extent. Both have been in market at a great discount. Owing to this fact with others, we have not, as yet, succeeded in securing the services of live teachers. In visiting schools the past sum-

mer I have found many of the school houses poorly arranged in regard to seats and desks, and as a general thing, the school rooms are too low for the health of the pupils; another fault, in a large part of the school rooms, is the great deficiency in proper lighting and ventilating. This fault cannot well be remedied until the county becomes thickly inhabited. The school houses built the past year are a decided improvement on those built years ago, which consisted of a log cabin, six to six and a half feet high, with one window, (1) seats hewn out of logs, and desks the same, reaching the whole length of the house, and the house located in the woods, without any ground cleared for a play ground for the pupils to exercise their nimble limbs. I hope the day is not far distant, when our school houses will receive more attention, with regard to health and convenience of the pupils, and the school grounds be such as to invite the children, as a place of pleasant resort. I find too much lethargy on the part of the parents, the school room being seldom visited by them.—This I find to be general throughout the county.

R. DEWHURST, *County Superintendent.*

NOTE 1.—There is not sufficient attention paid to lighting school houses. In some there are not windows enough. In others there are enough but they are improperly located. Every part of the room should be thoroughly lighted, even in a dark day. Through insufficient light, many pupils injure their eyes or become near-sighted.—There should be no windows in the sides of the room toward which the pupils' faces are turned. While the eye is bent upon the book it is so shaded as to cause a dilation of the pupil. When therefore the eyes are suddenly raised as they often are, there should be no direct light streaming through the expanded pupil. The light should be admitted from the sides and rear of the room if possible. Good clear sunlight is healthful and it should be admitted into the room whenever it can be done, without meeting the eyes of the pupil, either directly or by reflection from his desk or his book. Each window should be provided with a curtain, that light may be excluded whenever necessity demands it.

COLUMBIA COUNTY.

SCHOOL VISITATION.—There are in the twenty-one towns of this county, (not including Portage City which is not under the county school system,) eight thousand seven hundred and twenty-three children of legal school age, who are being educated in one hundred and fifty-two district schools. Seven of the schools have departments,—requiring twelve additional teachers. The whole number of teachers required for the simultaneous operation of all the schools, is one hundred and sixty-four.

Each of these school districts has been visited by the subscriber in the discharge of his official duties, for the purpose of inspecting the school, its order and discipline, the system of management adopted therein, the instruction given and the mode of communicating it—and examining the school house and its appurtenances, and ascertaining its fitness to be considered an educational institution; and also of advising with the teacher, and, if need be, with the district officers and others, in all matters relating to the wants and interests of the school. Of these visits I have made since the commencement of my term of office, over three hundred—two hundred and ninety-five of them being to schools in session, and the visits being distributed in nearly equal proportion among the different towns, according to the number of children therein.

In a few instances, where schools are kept open but a small portion of the year, I failed to find the schools in session when visiting the districts.

SCHOOL HOUSES.—In the matter of school houses, the general aspect is one of improvement. Several new houses have recently been built, and others are in contemplation. In some districts the old houses have been newly vamped up and re-arranged. It is to be regretted, however, that many houses of both classes are far too small or too badly arranged within, to be convenient for school purposes.

VILLAGE SCHOOLS.—In Kilbourn City, Pardeeville, Wyocena, Cambria, Fall River, Poynette and Columbus, all the villages in the county which have a sufficient population to require more than one teacher except Otsego and Lodi, arrangements of a character more or less perfect have been made to classify the pupils and grade them into lower and higher departments, according to their degree of advancement. In several of these places houses have been arranged with reference to such gradation. It would without doubt richly pay, to provide in all our villages suitable buildings for the use of graded schools.

In the village of Wyocena within the year a good bell has been put in its appropriate place in the school building. This makes the fourth in the county,—bells of a similar character having been already in use in Cambria, Columbus and Kilbourn.

In this connection it may be well to mention that many of our teachers still “rap on the window” to call their pupils to their daily tasks.

SCHOOL INSTRUCTION AND DISCIPLINE.—In interviews with teachers, in teachers’ meetings and elsewhere these topics have received chief attention; and it is a satisfaction to know, that efforts to increase the amount, and improve the quality of the instruction given,—and to improve the order and discipline of the schools have been successful to an encouraging extent. A large share of our teachers have made efforts, worthy of much commendation, to fit themselves for their business, and to do their work in such a manner as to give no just cause for fault finding on the part of their employers.

In order to aid teachers in this respect, and assist in securing a uniformity of effort and union of action in all parts of the county, I prepared plank reports, by means of which the teachers have been enabled to report monthly, the attendance, scholarship and deportment of their pupils, the branches of study pursued, the number in each branch, and the modes of instruction adopted by each teacher.

This system of regular reports has been productive of marked and beneficial results on the schools generally, and has secured advantages which would be difficult to obtain in any other way.

Some of the duties required of district officers are,—

To attend to the financial affairs of the district.

To have the custody and care of district property.

To provide and keep in repair the necessary appendages for the school house.

To employ suitable teachers to take charge of the schools.

To assist the teacher by advising and consulting with him in reference to the instruction, management and government of the school.

To determine upon a uniform series of books in each branch, to be used *in the school*.

To visit the school, to examine into the condition of the school and the progress of the pupils.

The school register, the clock, the chairs, the charts, the maps, the black-boards, the chalk or crayon, the broom, the pail, the cup, the wash-dish, the apparatus, the stove and pipe, the table and desks, within the house, the out door appendages, and the fuel near the door, (wood houses being pretty much out of the question,) have, during three hundred and sixty-four days of the year, (the other being the day of the annual district meeting) none legally authorized to look after them, but the district officers.

But the parents of the children have a higher, more extensive and more imperative duty than either. The morals of the children, their love of learning, their punctuality, their industry, or their irregular, idle, dissipated, thriftless habits, depend mainly upon the well-directed or mis-directed efforts of parents. It is vain to expect that good schools or good society can exist and flourish if parents relax their efforts and try to throw the whole burden and responsibility of educating their children upon their official servants and hired agents.

DRAWBACKS.—Here we notice some of the drawbacks to the usefulness of the schools which may be removed by the people of each district.

1. *Irregularity of attendance.*—In many schools half the benefit is lost by reason of irregular attendance. Children are detained from school, oftentimes on frivolous excuses, and sometimes without any excuse. For work, for play, for amusement, and for sheer idleness they stay at home, roam the fields, or lounge around public places, while the years of their pupilage pass rapidly away. We need an anxiety on the part of parents, and a public opinion that will not admit of absence from school for trifling causes. It is impossible for children to make satisfactory progress, who attend school only one or two days in a week.

2. *Want of uniformity in books.*—Pupils of the same degree of advancement should be classed together in school exercises; but where a confusion exists in the books used, this classification is impossible. The School Code (sec 53) puts the power to remedy this evil into the hands of the District Board. They should not hesitate to exercise the power when necessary.

3. *Bad situation of school houses.*—Most of our school houses are uninclosed. Many of them are situated so close to the roadside that the noise of passing vehicles disturbs or interrupts study, reading, recitation and every other school exercise.

4. *Bad repair of school houses.*—In some districts, so much of the clapping is torn off, as to indicate to a stranger that the work of demolition has actually begun. In others the floor is broken through. In others the glass is broken out of windows and the latches are missing from the doors and remain so, from term to term. In others the desks are so awkwardly built, or so broken down that it is impossible for pupils to practice in penmanship or do any other work requiring a desk. In some school houses the seats are so high and narrow that children cannot preserve a sitting position upon them for any length of time without great labor and even positive pain. In some, the plastering is off, and the walls so open that the room cannot be kept comfortably warm in a cold day.

Need we wonder that children try to escape such discomforts by staying away from school.

5. *Want of means of instruction.*—Although a few districts have supplied their school rooms with beautiful and useful sets of outline maps, still there is need of many more.

Only one school has been supplied with primary charts suitable for a school room.

In many of the schools there is either no black-board at all, or a very limited amount of black surface. In many cases black-boards are put up in places inconvenient to reach and unpleasant to use—as behind desks or in closets. The black-board should be not only the most conspicuous, but the most accessible object in the school room. Good teachers use it in teaching every branch, and it is hardly possible that there can be too much black-board in the school room.

6. *Lack of text books.*—On this subject I wish to introduce a paragraph from my last year's report, first premising, that I am more than ever convinced of the correctness of its sentiment:

Many children attend school for months and years, destitute of, or scantily supplied with the necessary aids to study. More than half the disturbances in our schools originate with this class of scholars. The poet has said

"There always is some mischief still
For idle hands to do."

A trite but popular proverb puts the same sentiment in a more concise form, thus,

"An idle mind is the devil's workshop."

D. W. ROSENKRANS, *County Superintendent.*

NOTE.—I would urge a careful perusal of the Report of Mr. Rosenkrans. It is full and explicit enough without comment.

PORTAGE CITY.

The public schools here, by act of the Legislature, approved March 11, 1859, are under the immediate control of a Board of Education, consisting of four commissioners appointed by the common council, and a city superintendent elected at the annual charter election. The burden of the management falls upon the superintendent.

The schools are eight in number, with nine teachers, and are classified as follows: 1st. The high school with two departments. 2d. Three intermediate or grammar schools. 3d. Four primary schools. They are located in the different wards of the city and occupy seven buildings. Four of the buildings are school property, the balance are rented. The former have recently been refurnished with new seats and desks.

A new building for the high school is in process of completion. It will be ready for occupancy about the 1st of January next. This building is constructed of pale or yellow brick—is 40x60 ft. on the ground, and 36 ft. in height from the ground to the eaves. The basement is 12 ft., and the first and second stories, each, 13 ft. from the floor to the ceilings. Its cost when completed will be about \$6000. It is located on a small knoll in the centre of the city, and around there will be a play

ground or park of five or six acres, which is to be adorned with forest trees and shrubbery.

The present system has been in operation a little more than four years, and during that time the schools have grown from three feeble district schools to their present prosperous condition. Their cost for the year ending August 1st, 1863, was \$3,267 11-100, and the whole number of pupils upon the school registers 1,021, making the average cost per scholar \$3.19. The schools were open ten months.

Mr. Jas. H. Magoffin and Miss Abby O. Briggs, are employed in the high school; Mrs. A. Cornwall, Mr. Geo. F. Richardson and Miss L. Waldo, in the intermediate schools; and Miss M. Austin, Miss F. Waldo, Miss E. Hunter and Miss Kate Miller, in the primary schools. Seven of them are teachers of long experience, and six of them have been connected with the schools since their organization. Two of them are graduates of the high school, and all are good and efficient.

Having been connected with the Board since its organization, first as commissioner and for the last two years as superintendent, to me it is especially gratifying, not only to report, but to witness the operations of a system, which, as Mayor, I pressed upon the attention of our citizens in 1858, and have firmly and diligently prosecuted ever since. It will be additionally gratifying to know that the efforts of our young city have met the cordial approval of the Superintendent of Public Instruction of the State.

HENRY B. MUNN, *City Superintendent.*

NOTE.—I am happy to be able to bear testimony from personal observation—that the schools of no city in the State have improved more rapidly than those in Portage City during the past four years. The improvement was certainly needed. Much credit is due to the faithfulness and good judgment of Col. Guppy, former Superintendent, as well as the present Superintendent and Teachers. Their Teachers are steadily employed and promptly paid in cash, both of which facts tend greatly to the improvement of schools, as many other places in the State can testify.

CRAWFORD COUNTY.

In answer to your circular of September 7th, respecting the condition and prospects of our schools, I submit the following report:

In answer to question 1st, there have been seven new school houses built, one in Prairie du Chien has been enlarged at a cost above the average of building new houses; many have been repaired and made more comfortable. One application has been made to me for permission to raise more than the sum allowed by law for building a school house at their last annual district meeting, which was granted. (1.)

It is to be regretted that so many of our school lots are uninclosed, and without the necessary out-buildings. In my visitations I have tried to induce the district officers to bring the matter before the people at the annual meeting, and have succeeded in some instances. Some allowance must be made for the age of the settlement. I must say that as a general thing the people vote liberally for the support of schools, but the immense amount of non-resident lands and delinquent taxes, cripples their efforts. The people are getting tired of building log houses, and wherever a frame goes up, (several have been built and more are in contemplation,) they generally have them fitted up inside according to the

recommendation from your department. I have every reason to hope that a few years will see very few of the old log school houses, and that most of the school houses will be supplied with the apparatus, maps, charts, &c., necessary to enable the teacher to do his duty without excuse.

2d. At present the number of graded schools in the county is but two, each having two departments, (both in Prairie du Chien.)

3d. The number of teachers examined during the year,.....	113
Number rejected,.....	27
Number holding First Grade certificate which expires in April, 1864.	4
Number granted First Grade this year,.....	1
Number holding Second Grade,.....	5
Number holding Third Grade,.....	81

There has been a decided improvement in the qualifications of persons presenting themselves for examination; many who were rejected last year, passed creditable examinations this year. The average improvement amounts to about 16 per cent. The number of teachers employed in the same school the previous year is small, but 15: the habit of changing the teacher every term of school I consider a great evil, but in what way to apply a remedy is more than I can suggest.

4th. The average of punctual attendance upon school in the country districts is rather low, from many causes, the distance from the school house, the parents requiring the assistance of the children in the field—bad weather—bad roads, in some cases poverty—in others, neglect or carelessness on the part of parents.

5th. In many of our schools I find that very few visitors have troubled them; although the people as a general thing do not visit the schools, they vote liberally in support of education, even the district officers in a large majority of cases neglect that part of their duty. I have never failed to call their attention to the penalty for neglect of this important duty. I must, however, say that there are many noble exceptions; it is very hard, and in some districts impossible to get men to serve that have the time the talent and inclination combined, and it would be entirely impossible, were the law enforced, to compel them.

While on this subject I would remark, that it is the opinion of many, I think I could safely say, a large majority, that the abolition of the Town Superintendency was a decided loss. It costs the town more for altering or forming new districts or settling little grievances, by having the Town Board and Town Clerk called together, than would pay the Town Superintendent, who could make all returns as usual and visit the schools of his town with the County Superintendent, two or three times in the term, whereas the County Superintendent cannot possibly (in this County,) visit the schools more than once in the term. It would also be a great help to the County Superintendent to have some local officer to consult with, and from whom he could obtain information about the condition and wants of the schools, and the location of the school houses, *which are in many cases placed in the most out of the way places to be found in the neighborhood.* (2.)

I have traveled many miles out of my way during the last two years, for want of the proper information.

JOSEPH EVANS, *County Superintendent.*

NOTE 1.—Mr. Evans evidently misunderstood the law. It is the duty of the town supervisors to determine upon such applications. Their certificate must be in writing, and must state clearly the amount necessary, in their judgment, to be raised. Beyond this amount the district cannot go in the levy of a tax. See section 19, subsection 5, chapter 155, general laws of 1863.

2. I have no desire to see the town superintendency revived under its old form. If we can have the much needed township district system, the want now felt, of some town officer who shall take a special interest in the schools of the whole town, will be fully supplied. No man can do *all* the work that is needed in a large county, though far more is accomplished as a general thing by the county superintendent than was accomplished under the old system. It was hoped that district officers would attend faithfully to the duties assigned them. If a town can be organized as a school district, with suitable divisions into sub-districts, and all under the charge of one board, our system will be much improved.

DANE COUNTY—FIRST DISTRICT.

From the papers in my possession I find that there have been issued, certificates which are now in force, of first grade 7; second grade 6; third grade 187; whole number 194. Of this number 110 will expire next spring.

A. B. PRENTICE, *County Superintendent.*

NOTE.—This is but a meagre report from the first district because of the removal from the State of B. A. Barlow, who was superintendent up to October 5. Mr. Prentice has been but recently appointed.

DANE COUNTY.—(SECOND DISTRICT.)

Very little, in the line of building and furnishing school houses, has been done during the past two years. Just now, however, some activity is manifested. A few buildings are being erected, and a few more extensively repaired. It is a matter of regret and shame that in very many districts the school house is the poorest building in the neighborhood. Nearly all are furnished with a blackboard, but very few have either maps or charts. Some attention is being given to providing proper outbuildings for school grounds. The people are beginning to see that the habits of the child are not formed in the school room alone. (1.)

We have no graded schools among us. The school at Mazo Manie, under the supervision of Mr. L. Hutchinson, has three departments, and more nearly approximates the graded school than does any other in my district. The one at Black Earth consists of three independent departments.

At my spring examinations 154 candidates presented themselves, to whom were granted as follows:

Third grade certificates,.....	84
Second do	8
First do	2
Limited,.....	18
Total,.....	110

At the fall examinations there were 82 candidates,

Third grade certificates,.....	62
Second do	3
First do	1
Total,.....	66

The fall examination shows a more thorough acquaintance with the primary branches than does any previous examination.

The teachers are beginning to look upon school teaching as a business worthy their best prepared efforts. There is a gradual improvement in the method of teaching manifested in the school room. Reading and Orthography have evidently a new interest to teachers and schools. A considerable portion of our teachers attend the Normal School, and Normal classes of other schools, and the influence of these is apparent throughout the whole district.

Eight teachers have taught two successive terms in the same districts; and *twenty* have taught in the school where they taught the previous year.

Extra efforts have been made to secure greater punctuality and more regular attendance, and I am happy to say, *something* has been accomplished in this direction.

Parents seem not to realize that the years of child-life are of any account. Many schools are nearly worthless, owing to irregular attendance, and such schools draw as liberally from the public money as do others where the people appreciate their privileges and prevent the money from being wasted.

The schools visited during the past summer were generally better attended than they were during the previous year. The visitor's list in the register presented a more commendable appearance than heretofore, owing, as I believe, to the earnest efforts of teachers in this direction.

On the whole, I believe the interest of communities in School matters is steadily increasing.

S. L. HOOKER, *County Superintendent.*

NOTE I.—There is nothing in the whole range of labor in the educational field that calls so loudly for steady, persevering efforts, as does this work of making the people realize the *absolute necessity* of providing suitable outbuildings for the accommodation of pupils at school. There are facts gathered from all parts of the State, that if narrated in their true light and bearing, would crimson the cheek of any *human* being for very shame. School houses are found standing upon high naked prairies, and with windows upon all sides so low that persons within the house can easily see what is without, windows having neither curtains nor blinds, and yet *no provision whatever* is made for either sheltering or screening the young of either sex while attending to the inevitable calls of nature. A few dollars are saved, but will the money saved repurchase lost refinement and sacrificed virtue? Will it procure for the men and the women of a few years hence the lost jewels of modesty and chastity? Will it quench the flames of passion that may be enkindled in the breasts of the young at a time when prurient imaginations often bear sway? Will it restore wasted health, impaired intellectual ability, and lost character?

A school house without suitable outbuildings should be indicted as a public nuisance. As I have passed through the State and found here and there a specimen of this kind of economy, it has weakened my faith in the boasted refinement of the American people. So long as a single plague spot of this kind remains, the efforts of *all good men and women* should be redoubled for its eradication. Within the past *two years* there has been marked improvement, and hope is enkindled anew.

DODGE COUNTY.—(EAST DISTRICT.)

(NO REPORT.)

DODGE COUNTY.—(WEST DISTRICT.)

In accordance with law I herewith transmit my annual report of the condition of schools in the 18th Senate District of Dodge county, accompanied with such information as I have been able to gather from visiting the schools.

I entered upon the duties of my office on the 5th day of January last, and during the winter term visited eighty-five schools; very many of them I found in bad condition, no system, little or no government. In fact a large majority of the teachers were trying to keep school, or in other words killing time very effectually.

School boards and patrons seldom, if ever, visited their schools; it was with difficulty that school boards could be induced to visit their schools with me. I at once saw the necessity of thorough work on my part, and resolved that these great evils should be remedied.

I am exceedingly gratified to be able to inform you that during the summer term, I found far less to complain of in all respects. Therefore it is hardly necessary to say that the subject of education, and educational improvements is taking a deeper hold upon the minds of the people of Dodge county.

This is evinced by the more punctual attendance during the latter part of the summer term, as well as by the marked improvement to be observed in the government, general deportment and scholarship observed in all the schools visited.

The average attendance, deportment and scholarship is full 100 per cent. higher. Teachers have taken courage and advanced from keeping school to *teaching school*. In fact everything pertaining to our schools shows an upward tendency that fills me with hope, and nerves me anew for the great work.

Much of this improvement must be attributed to the progressive character of the age in which we live, aroused somewhat by a thorough system of visitation, and going from house to house urging upon the fathers and mothers the importance of a generous co-operation with the Superintendent and teachers in all matters connected with their schools. (1)

Parents and school boards now show a decided feeling to co-operate with the teachers. Teachers begin to feel the need of higher attainments in their profession, and this desire is manifest by their work at the late examinations.

During the summer, I have visited one hundred and twenty-one schools, and am able to say that in all, with five exceptions, the standing is 100 per cent. better, far more energy, more system, decidedly more practical work.

The 18th Senate District contains fourteen towns, which I divided into five inspection districts. The average time occupied by one examination was two days.

The following is the result of the spring examinations :

	Grade.			
	I.	II.	III.	
No. of Applicants: 258; passed,.....	4	7	141	152
do do 21, do	3	5	7	15
Total,.....				167
Average standing first grade,.....				8½
do do second do				8½
do do third do				7½
do age of teachers,.....				20½
do experience, terms,.....				6½

Oldest teacher, 45 years, with an experience of 25 terms; youngest teacher, 15 years.

I informed the teachers that I should keep Dr. and Cr. with them, and charge them on delivery of certificate with all the requisite of a first class school, and give them Cr. as I found they merited it on visiting their respective schools, and settle with them at the fall examinations. This plan had the desired effect, as the following will show.

At the examinations just past, 146 applicants presented themselves as follows :

	Grade.			
	I.	II.	III.	
No. of Applicants: Ladies 115; passed,.....	4	4	84	92
do do Gentlemen 31; passed,.....	2	3	17	22
Total,.....				114

Seventy three ladies have been examined for higher standing, and in every instance have shown decided improvement; average standing, 9¼; eight applied for first grade, four succeeded, and four obtained second grade certificates.

Many of our teachers express a determination to secure higher grade certificates at the next examinations; all appear determined to press forward.

We have some fine school houses in this county, but many are sadly neglected, badly located, uninclosed, improperly seated, entirely behind the means of the districts to furnish, and behind the age in which we live. Only one new house built this year. A large majority of the districts have made provision at the last annual meetings, for the general improvement of their school houses. Many will procure maps, charts and globes. In this district we have five graded schools, two have only two departments, the others three each, under the management of thorough competent teachers; several towns are discussing the propriety of establishing graded schools.

Forty-one teachers have been engaged in the same school during the past year, and about fifty will teach in the same district this winter.

As an evidence of increasing interest on the part of patrons, I have to inform you that the number of visitations have increased more than 100 per cent. during the summer term, furnishing proof positive that they are *alive to the importance* of cultivating brains, as well as wheat and corn.

Yet it is unfortunate that many are opposed to the present system, and prefer the old town superintendency yet are unable to give any reason for their opposition. This is one of the legitimate results of ignorance, and will disappear with the slightest investigation into the great benefits already manifest in the present condition of our schools, and in the character and standing of our teachers.

It must be apparent to every discerning mind that the era of scientific teaching is destined soon to pass all over the land; and that all who do not voluntarily ascend it, must of necessity fall under it. It will carry, or crush all within its reach. It will soon plainly appear, that all who neglect to avail themselves of the highest sources to procure the required knowledge to teach, and omit availing themselves of the new and better methods of conducting schools, must fall back into a by-gone age. There is no such thing as standing still in this world. It is a world of progress, and all who are not moving onward, are relatively moving backwards.

With these views, it will be my endeavor to keep these influences in active exercise; that they shall neither slumber nor sleep, but tend, as I trust, to give an accelerated motion to the onward progress of education, the nation's hope and blessing.

H. B. PHELPS, *County Superintendent.*

NOTE.--1. All Superintendents have found very much of the same general apathy, which, I am confident, arises not so much from real indifference, as from the habit of thinking that school officers and teachers alone are responsible for the success or failure of schools. A few earnest words with the parent at his home may convince him of the great error there is in such a belief. The interest in schools should be as universal as their benefits are designed to be. The school concerns every parent and looks to him for support and sympathy. The cold giving of money without the heart's going with it may or may not do good. It is very much like sowing seed blindfold, or dispensing charities without limit or thought as to the character of recipients. It is, to say the least, imprudent and unwise. Sympathy must go with pecuniary support to make it effective. Very much money expended upon schools is worse than wasted, because those who should have watched its expenditure have been careless of their highest interests.

DOOR COUNTY.

Since my last Annual Report to you, I have held eight public examinations and seven special examinations; have granted thirty certificates; have rejected seven applications; have made thirty-seven visits to schools. My county is about one hundred miles long by sixteen to twenty wide, and not one mile of public conveyance in the county. I have traveled 1142 miles, 1022 on foot, for school purposes the past year. (1). There are twenty-nine districts in the county, an increase of four districts the past year. Our county, in common with all new counties, has suffered from delinquent taxes, rendering it almost impossible to hire teachers, or to pay them at the expiration of their term of office.

Want of uniformity of Text Books is a great detriment to the schools of our county. In my district the past year, I have found a great variety, from the speller, printed in Dublin, in 1845, to Sanders' and McGuffey's more modern series. *Query*, would it not be for the best interest of towns or districts to furnish text books? (2).

Irregularity of attendance is a crying evil of the schools in this section.

and has a very great tendency to discourage, and detract from the success of good teachers. *Query*; as the month of August is our most oppressive month, and the month in which scholars are most useful at home, would it not be well to have a vacation at that time? (3) *Query*; would not Legislative action be beneficial to compel the regular attendance of scholars?

Door county is improving fast in school room accommodations, but yet is sadly deficient. We want more commodious and better ventilated school rooms, maps, globes and school apparatus, and *what we most want* is the active cooperation of school boards and parents with the teacher.

M. E. LYMAN, *County Superintendent.*

NOTES.—1. Mr. Lyman shows commendable energy in his work and confirms the truth of the Proverb, "Where there's a will there's a way," if no highway.

2. School districts may, under the law, furnish books to indigent pupils at the expense of the district. Others, who are able to purchase, should feel its importance enough to secure books.

3. Many schools are so arranged in the farming communities, that the vacation occurs in August. It would be better were it always so.

DOUGLAS COUNTY.

(NO REPORT.)

DUNN COUNTY.

You are doubtless aware that the settlements in this county, as well as in this portion of the State, are generally *new*, and hence our school houses are not as good and well furnished as those of older settled portions of the State. I think, however, our county will compare favorably with adjoining counties in regard to number and quality of school houses.

No. of new school houses built during the year :

No. of log school houses built during the year,.....	2
...do...frame.....do.....do.....do.....do.....do.....	3
Total,.....	5
No. of whole districts organized during the year,.....	11
...do...joint.....do.....do.....do.....do.....do.....	4
Total.....	15

Many of the old houses have been much improved during the year. We have no school houses in the county furnished with apparatus, and but one furnished with maps.

No. of graded schools with two departments,.....	1
No. of Teachers examined during the year,.....	51
No. holding 3d grade certificates,.....	43
.....do.....2d.....do.....do.....do.....do.....do.....	8
.....do.....1st.....do.....do.....do.....do.....do.....do.....	—
Average qualifications as compared with previous year about $1\frac{1}{2}$ per cent higher,	
No. employed in same school the previous year,.....	3
General average of attendance of pupils upon school during the year about,.....	675

There is quite a satisfactory improvement in the deportment of our

schools, considering that the great scarcity of teachers compels us to employ some whose standing will not warrant a graded certificate, and who teach under certificates limited to certain districts.

The progress made by the pupils comes fully up to my expectations and I observe quite an improvement in our teachers, both in management of schools and modes of teaching.

The patrons of our schools, notwithstanding they generally evince a commendable spirit of enterprise and interest in the education of their children, by way of building school houses, supporting schools, &c., I am sorry to say, almost wholly neglect the important duty of visiting their respective schools.

I believe our present school system gives general satisfaction, and as a whole is perhaps as good as any that can be devised at the present time. Still, as you request it, I will give you my objections to one particular, to-wit.: the mode of fixing the salary of County Superintendents in sparsely settled counties. I think there are just as good reasons why the salary of a County Superintendent should be fixed by law, and be uniform in counties that number 1000 inhabitants, as in counties that number 15000. I know that the law does not *definitely* fix the salary in the more densely settled counties, but it *does* fix a limit within which the County Board must act. If nothing better could be done, I would be in favor of extending the limits to all counties, thereby making the salary more uniform in similar counties throughout the State. As it is we find one county gives double what another does for the same amount of labor.

I am, however, personally opposed to the County Board fixing the salary of any county officer, and especially that of County Superintendent. All must see at a glance the opportunity it affords for personal and political favoritism and partiality, and nothing, I think, will more effectually defeat the objects of the system, than the placing of the salary at less than the duties of the office can be performed for. In my opinion the salary should be fixed by law throughout the State, at graded amounts, in proportion to the population of counties. (1).

WM. H. SMITH, *County Superintendent.*

NOTE.—1. The salary of the County Superintendent should, without doubt, be proportioned to the value of his services. It is questionable whether the Legislature can make a better estimate of this than can the Supervisors of the county, and whether such fixing of a minimum salary would disconnect the office from politics at all. Under the present mode of determining the salary of the County Superintendent, some cases of hardship may arise, but as a general rule it has worked well.—The limit might be placed upon counties having not less than 4000 inhabitants. Below that number the schools must be very few and often scattered. To say that the salary of no County Superintendent should be less than \$100 for instance, would pay two or three Superintendents of the State very unjust salaries, since they have but two or three schools to visit, and those very near each other, while in the majority of cases the Board of Supervisors would make the minimum established by the Legislature the salary, and would not pay enough for the services of him who should be compelled to travel long distances to visit the very few schools of a sparsely settled county.

EAU CLAIRE COUNTY.

You are fully aware that it is scarcely seven years since this county was organized, or we had either a school district, school house, or a school.

You can well imagine the condition in which I found the public school interests when entering upon my duties two years since as county superintendent. Many of our school houses were of the rudest sort, scarcely fit for pig-pens; still showing that these interests were not wholly forgotten. The last two years has witnessed quite an advance in the erection of new, and repairing old houses,—many of them a credit to the districts and the intelligence of the people. In the village of West Eau Claire we have a very respectable two-story building, the upper room of which was finished last season, and is a credit to any village, being perhaps the best school room within 50, if not 100, miles of this place. The school is divided into two departments, numbering over 100 attendants, and is very prosperous. It is evident that we need more room and more teachers. We lack apparatus, as it is difficult to get the people to feel the need of it. The school interests in Eau Claire are suffering greatly for the want of suitable room. It is greatly to the credit of the place that they have voted and let the contract to build a fine house the coming season, for a graded school, capable of accommodating five departments. There is also a liberality respecting the matter which is quite commendable. The only trouble is that we are one year too late.

While there has been much advance in the qualification of teachers, there is yet a great lack, both in numbers and qualification. What seems to be needed most is a Normal class in each county for a month or two, and a law requiring all teachers falling below a certain grade, either in their examination or in theory and practice, to attend. The great difficulty is, they do not know *how to teach*, or fail in appropriate discipline. I can say nothing encouraging as to patrons, save that in many places they are liberal in voting money and in paying wages. There has been a great advance in regular attendance, and this I find to be in those places where I have been able to gain a hearing by the patrons in my lectures.

A. KIDDER, *County Superintendent.*

NOTE.—For several years past there have been Normal Institutes held in Eau Claire, and always well attended. The number of districts is small, and all have been faithfully visited by the Superintendent. As in many other localities the river running through the village, or rather dividing the villages, is an obstacle to an economical and successful grading of schools. No school system can be as successfully carried out in a small village as in a larger. To make a complete grading economical, numbers are required, and no district can be too large so long as its limits are within reasonable distance from the school house. If our friends at Eau Claire could unite their interests so far as a high school is concerned, they would derive great benefit from it.

FOND DU LAC COUNTY.

At the spring examination of teachers in the month of April there were 247 applicants for certificates. At the fall examinations in September there were 67 applicants. I issued 198 certificates to teachers in the spring, and 64 in the fall. About half the applicants in September, had received certificates in April. In addition to these, certificates have been granted to 18 applicants who could not be present at the public examinations in April and September.

More than two thirds of the applicants in April were young ladies, and about 40 of these have been attending school during the summer to qualify

themselves more thoroughly to teach a winter school. Full one-fourth, if not a larger number, of those who taught in the summer purpose attending school during the winter to secure to themselves a higher grade of scholarship. Fifteen certificates have been granted limited to particular districts, and about fifteen teachers who have received certificates in this county, have been engaged in teaching in adjoining counties.

The county Teachers' Association that was formed a year ago, held its annual meeting, in June last, at the city of Fond du Lac, and was largely attended. To make that occasion an interesting one to teachers and the citizens of the county generally, so as to secure their attendance, essays by young ladies and orations by young gentlemen connected with the schools, were solicited. The first day was devoted to the reading of the essays that were contributed, and to the orations by the young gentlemen. Addresses were also delivered by the State Superintendent and by Senator Howe. (1.)

The second day was devoted to lectures, and discussions connected with the teachers' profession. The State Superintendent who was present, addressed the teachers. About a hundred and fifty teachers were in attendance, besides a large concourse of citizens from different parts of the county; and I have reason to believe that the public sentiment of the county was very favorably affected towards our public school system.

A Teachers' Institute for Fond du Lac County and the west district of Dodge County was held at Waupun, on the 5th of October, and continued for one week. Mr. Pickett of Horicon, was invited to preside. His great experience and liberal scholarship enabled him to conduct the exercises of the Institute in a very instructive and interesting manner. It was a delightful and profitable occasion. About 200 teachers were present from the two counties, but all of them did not have their names enrolled as members. A full report of the doings of the Institute is being prepared, and will be sent to the office of the State Superintendent.

During the year, two new school houses have been built in the county, and many of the old ones have been better provided with black-boards. Ripon City, 1st ward, has a graded school with two departments, 2d ward has a graded school with five departments. Brandon has a graded school with two departments. Waupun Village, north ward, has a graded school with three departments.

The village of Taycheedah, has a graded school with two departments. East Rosendale, has a graded school with two departments. In many other towns the subject of graded schools is under consideration.

Of the certificates granted during the present year, 14 were of the 1st grade,—40 of the 2d grade, and the remainder of the 3d grade.

Great improvement has been made in the qualifications of teachers during the last two years. This has been clearly manifested not only in the public examinations of teachers, but also in the improved order, instruction and discipline of the schools visited. A great amount of hard study has been performed by most of the teachers, and they seem generally to be animated by a strong desire to excel.

The business of teaching is becoming every day more respectable.

Teachers of the common schools are no longer treated as mere school masters and school mistresses. They are rising to a higher social posi-

tion. By becoming better scholars and more intelligent and accomplished teachers, they are elevating their profession and drawing to themselves the confidence, respect and support of the whole community.

E. Root, *County Superintendent.*

NOTE.—1. It was my good fortune to attend this common school commencement and I can bear testimony to its merited success. The County Superintendent had taken much pains to make the exercises interesting and profitable. The essays, read at the request of their authors by a gentleman of Fond du Lac, were creditable to the young ladies writing them, and the orations pronounced by the young men evinced much thought and careful training. Although mainly a common school exercise, some young men connected with Brockway College appeared upon the stage. The practicability of such a gathering in connection with a teachers' association was fully established, and its benefits will long be felt in that county. I trust other Superintendents will follow the example and give the people of their counties the opportunity of knowing how much the schools of a county may do for the mental and moral elevation of the young. The orations and the essays were selected from many presented, by a committee previously appointed by Mr. Root, and were such as they deemed best suited to the occasion. I regret much that the city of Fond du Lac was not represented.

FOND DU LAC CITY.

I have been prevented by sickness from an earlier reply to your letter of the 11th ult., and I can now only give you a very imperfect report relative to matters referred to. We shall be able another year I think, to give you full and complete statistics relative to our schools. I send herewith a table of statistics relative to schools, teachers, scholars, school houses, and expenses, as complete as I am now able to make out. Since the date of this report we have completed four new school houses with accommodations for 384 scholars.

I intended when I received your circular to have given a more particular statement of our school matters, but I find I must send this or nothing.

GEO. B. EASTMAN, *City Superintendent.*

FOND DU LAC CITY SCHOOLS.

High Schools,.....	1
No. High School Teachers,.....	3
Grammar and Intermediate Schools,.....	4
No. of Teachers in Grammar and Intermediate Schools,.....	8
Primary Schools,.....	12
No. Teachers in Primary Schools,.....	12
Average wages paid Male Teachers, per annum,.....	\$1000
Average wages paid Female Teachers, per annum,.....	\$240
No. of Scholars enrolled in High School,.....	119
No. registered in other Schools,.....	1,929
Average attendance in High School,.....	70
Average attendance in other Schools,.....	1,050
Rate per cent. in High School,.....	96.7
Rate per cent. in other Schools,.....	90.3

ANNUAL EXPENSES PER PUPIL.

High School upon average attendance,.....	\$25.00
Other Schools upon average attendance,.....	\$5.08
Whole cost per Scholar upon average attendance,.....	\$5.44
Total cost per Scholar upon No. registered,.....	\$2.96

SCHOOL HOUSES.

Built and owned by District,.....	6
Number of seats,.....	915
Rooms rented for temporary use,.....	4
Number of seats,.....	282

NOTE.—I take great pleasure in endorsing what the Superintendent says, in his annual report, upon qualifications of Primary Teachers. "There is a notion somewhat prevalent, that young and inexperienced teachers will answer very well for Primary Schools, and hence the custom of paying the smallest wages to such teachers. This is all wrong. It is the clearly expressed conviction of those who have given most earnest thought to this subject, that the *best teachers are needed for Primary Schools*. In no other grade of schools are the personal character and qualifications of the teacher so directly felt. It is all important that these should be such as to insure a right direction to the first efforts of minds that are opening to an endless existence. The most responsible position in graded schools is that of the Primary Teacher.—These Teachers, therefore, should be engaged with especial reference to their peculiar qualifications for the position they are to occupy, and should be *paid*, not with respect to the position, but their qualifications for it. A well tried and approved Primary Teacher should always be retained at almost any price. It is much easier to fill a vacancy in the Higher Departments than in this."

GRANT COUNTY.

I cannot see that the educational interest has been lessened by our great and protracted struggle for National existence. Facts seem to indicate that the greater the amount raised by soldiers' aid societies, by private and public contributions for our sick and wounded, and by taxes, direct and indirect, to put down rebellion, the more anxious are our people to have their children at school, and their schools improved.

The following are facts not included in the annual report; their comparison with former figures proves all that I desire :

No. of 3d grade certificates given during the current year,.....	256
do 2d do do do	12
do 1st do do do	12
do local do do do	10
do applicants for 3d grade certificates,.....	340
do teachers who can answer 90 per cent of the questions for a 3d grade certificate,.....	50
do who can do the same for 2d grade,.....	12
do do do do 1st grade,.....	12
do do answer 80 per cent for 3d grade certificate,.....	60
do do do 70 do do do	70
do do do 60 do do do	25
do do do 50 do do do	41
do active teachers who cannot answer 50 per cent,.....	10
Average age of teachers,.....	21
Average No. of terms (8 months each,) taught,.....	9
Oldest teacher 57 years; taught 78 terms.	

To answer 50 per cent. of the questions proposed at the late examinations, requires at least three times the amount of learning that it does to answer 50 per cent. of the questions proposed at any previous examination. This fact considered, the results of the late examination, compared with those of the preceding one, should encourage our law makers as well as the friends of education.

RESULTS OF THE PRECEDING EXAMINATION.

No. of applicants at Ray School House,.....	10	No. Received Certificates....	4
do do Lancaster,.....	8	do do	3
do do Fennimore,.....	18	do do	7
do do Boscobel,.....	14	do do	9
do do Muscoda,.....	4	do do	3
do do Platteville,.....	34	do do	18
do do Hazel Green,.....	12	do do	5
do do Potosi,.....	10	do do	4
do do Tafton,.....	42	do do	26
<hr/>		<hr/>	
Whole number,.....	147		79
Per cent. of applicants who received certificates,.....			53

RESULTS OF THE LATE EXAMINATION.

No. of applicants at Yellow School House,...	2	No. Received Certificates,...	2
do do Lancaster,.....	9	do do	3
do do Potosi,.....	6	do do	5
do do Jamestown,.....	3	do do	3
do do Hazel Green,.....	8	do do	3
do do Platteville,.....	39	do do	35
do do Muscoda,.....	4	do do	2
do do Boscobel,.....	6	do do	5
do do Fennimore,.....	6	do do	5
do do Tafton,.....	40	do do	33
<hr/>		<hr/>	
Whole number,.....	128		106
Per cent of applicants who received certificates,.....			82

The space allotted to this part of my report will not admit of figures, but they can be produced to show that teachers have made more improvement in their systems of teaching and government, than they have in their learning; that there is a great improvement in the attendance at school, attention to study, deportment of pupils, and in the interest of patrons, as shown by their increased number of visitations, and by their more frequent cooperation with the teachers.

These happy results are the offspring of our improved system of education.

Teachers' institutes, teachers' drills, school visitations, educational lectures, test examinations, graded certificates; the State, county and town school superintendency, are all indispensable wheels in the great educational machinery. Let but one be struck out and the loss is incalculable; only another, and the great plan is near a failure. Not like the universe infallible, it needs the watchful care and hearty aid of all who have the ability to work.

I would be happy to announce the existence of even one graded school in this county. It is within the power of Beetown, Boscobel, Cassville, Hazel Green, Lancaster, Muscoda, Patch Grove, Platteville, Potosi, Wingville, and perhaps other towns, to establish and support graded schools of a high order, such as should rank with our first class academies. The citizens of Boscobel are already in earnest: they have voted the necessary tax for a beginning; they have drawn their plan for an additional *building*; the work is commenced, and I hope that before another year is *past* the brilliant light of their graded school will awaken the dormant

educational element of its surrounding towns, and cheer the thinkers and actors day by day, until the county shall be dotted all over with graded schools.

The Hazel Green public school, under the superintendency of Charles H. Nye, aided by three female teachers, is fast emerging into a graded school. The leading men are convinced that such a school is needed, and their plans are all having reference to that object.

When the schools of Syracuse, New York, were completely established, the large flourishing academy, after struggling for one or two years, was, in spite of the liberality of its wealthy friends, obliged to surrender to those people's colleges, and its costly edifice stands as a monument, not in justice, perhaps, of folly, but of the victory and glory of their graded schools.

The history of that once proud institution of learning is the history of many others that have fallen. Let not the past be lost to the future.

But I would not be misunderstood. There is no need of conflict. So different from circumstances where master teachers are found in every neighborhood, and schools can be set in motion in a day, are those in nearly all parts of the West, that our academies can flourish for many years to come. Their success is the success of the common schools, such is their almost vital connection with them, as the following facts must prove :

To the academies alone our teachers are compelled to look for instruction. Had it not been for them I might have worked in vain to secure the present results.

On looking at my examination book, I find that the whole number of teachers who have received instruction during the last three months, at the three schools, Platteville Academy, Lancaster Institute and Tafton Seminary, is one hundred and sixty-one. Judging from no formal reports but reliable facts, the whole number of days attendance of teachers can not be far from fourteen thousand. I have no doubt that, during the next three months, these numbers will be increased.

The citizens of Platteville are entitled to great praise for their liberality in building two fine and spacious school houses. They will accommodate five hundred pupils. The schools are improving, and there is no reason why they may not become first class graded schools.

With a hope of improving the attendance at schools, enlisting the interest of patrons and securing more hearty cooperation, I gathered from sixty-three schools, the following facts :

No. of schools visited,.....	63
No. of pupils attending the same,.....	2, 425
.....do.....present on the days of visitation,.....	1, 659
.....do.....absent.....do.....do.....	766
.....do.....present having no books,.....	196
.....do.....do.....needing books,.....	557
.....do.....do.....having no slates,.....	680
.....do.....do.....do.....slatepencils,.....	767
.....do.....do.....and idle for want of slates, &c.,.....	618

It is found by actual calculation, that for want of books, slates and pencils, those sixty-three schools lose in one term of three months, not

only 41,684 days, but \$950 56 paid to teachers for work impossible to be done. (1).

Of 2,425 pupils who pretend to go to school, only 1,657 are found present. This evil would not be as great if the same pupils who are present one day, could be so the next. The schools are not thus fortunate. These facts, however startling, are evils not to be compared with those of idleness, idle habits, mischief and unnumbered attendant evils, the most certain results of deficiency in slates, &c.

Possessed of the foregoing and other facts, I was prepared to make a demand upon the people. I gave fifty-three lectures. Nearly all were well attended. I spoke in every town but one. I have not been disappointed in the results. The number of pupils sent to school without books, slates and pencils, is rapidly growing less. With proper attention this one evil will soon cease to exist.

Increased attention is being given to the arrangement and seating of school rooms. The slab seats and long rows of desks, are condemned; the double desk and seat, once considered a remarkable improvement, should be. Health, convenience, economy, beauty, system and order, all require the single desk and seat.

The evils resulting from the almost universal practice of changing teachers once or twice a year, are beyond computation. Children from term to term are put back in their studies, required alternately to learn and unlearn, until their school days are over and their minds worthless and miserable wrecks. The habit of changing becomes "second nature." It affects all our business transactions and fastens its fangs upon the very vitals of our government. Let teachers prepare themselves to make their stay long in the same school; let schools cease their changing of teachers, and let a mark of dishonor be placed where it belongs.

My plans for laboring, have thus far been successful. To make them such, it was necessary for me, in the beginning, to lay out the work for many years, with a view of securing at fixed periods certain results. I regret that the space forbids my naming even the particulars of those plans. But may I not hope that better ones will be adopted by my successor.

DAVID PARSONS, *County Superintendent.*

NOTE.—I regret that I have been compelled to cut out some parts of Mr. Parsons' Report, on account of its length. But I would call special attention to the statements in regard to time lost by children through want of proper books. This is an evil of enormous magnitude. It cannot be overestimated. I trust the example set by Mr. Parsons will be followed and the facts be disclosed, until the people are aroused to a realization of the importance of supplying their children with books. Time lost can never be made up. Money lost will more than overbalance that saved by such neglect. In case of indigent children it is the duty of the district to furnish books at public expense. The evil habits fostered cling to the scholar through life. Discouraged because not progressing as rapidly as their more fortunate fellow pupils, they lose interest in school and acquire a distaste for its exercises, which prevent very rapid progress when they are old enough to secure books for themselves. Each Superintendent while visiting schools should make this a matter of inquiry and of conversation with patrons when he visits them.

GREEN COUNTY.

I will endeavor to give a succinct Report of the condition and prospects of the schools in this county for the year ending August 31st, 1863.

First—as regards school houses :

It will be seen by my statistical Report, that we have twenty-six built of logs, and of course many of them old and dilapidated, and not at all fit for a school room—indeed unfit for anything.

Is it not strange that parents expect their children to acquire a knowledge of the sciences, and the common civilities of life with such surroundings? I have observed that our best teachers can accomplish but little under such circumstances, and that the deportment of the pupils, is, to a great extent, influenced by them.

During the year past there have been built in the county two frame school houses,—very good structures and well arranged, except in regard to ventilation ; in that respect they have set the physiological laws at defiance.

According to my statistical Report, there have been raised in the county \$2,515.00, for building school houses, which are now being built.

The amount raised for maps, charts, apparatus, &c., is only the pitiful sum of \$48.75. It is to be regretted that so many districts that are abundantly able, should neglect to furnish their school houses with the necessary appendages.

Second—as to the number of graded schools :

There are three having two departments ; one in the village of Monroe ; one in the village of Monticello, and one in the village of Juda. There are three having three departments each ; one in Monroe, one in the village of Brodhead, and one in the village of Albany.

Third—as to Teachers :

The number of teachers examined during the year for all grades is.....	290
The number holding First Grade Certificate,.....	5
.....do.....do.... Second Grade.....do,.....	5
.....do.....do.... Third Grade.....do,.....	68

Of the number of Third Grade Certificates granted last spring, fifty-two were limited to six months, which accounts for the smallness of the number holding Third Grade Certificates.

I have often heard the remark "That teachers had studied much better under the present system of school supervision than under the old one," which I think is the case.

I think their answers the present year will average near 10 per cent. better than the year previous, and that a greater improvement still, has been made in regard to the management and government of schools. (1.)

I find only about thirty employed in the same school which they taught the previous year. I think many districts are too fond of change in this respect. Some are not satisfied with a good teacher, because they do not visit the school, to know what it actually is, and others are very well pleased with an ordinary one for the same reason.

As to the general average of attendance—I cannot speak definitely, as I have no statistics ; I think however, it is on the increase but is still far below what it should be.

I am happy to report great improvement in the general deportment of pupils, and good progress in their studies; brought about by improved methods of instruction, and a more thorough drilling of classes, adopted in our schools.

Since the distribution of the new school code, district officers and patrons generally have given more attention to their schools than before. In my hurried visits among the schools, I have frequently prevailed on the officers of the district to go in with me, that they might see what was wanting, and they have promised to pay more attention to the school in future.

I am unable to make a Report satisfactory to myself, as I have more schools under my superintendence than I can well look after. To visit one hundred and twenty-five schools in three months, one must see two a day, and lose no time, and that I have endeavored to do. Thus much is submitted, with the hope, that under the new code, our schools, throughout the state, will improve to the satisfaction of all.

W. C. GREEN, *County Superintendent.*

NOTE.—1. It is the almost universal testimony of Superintendents that Teachers have improved very much in their mode of answering questions. This alone would not indicate a very healthy state of things. Book-knowledge is easily acquired, and may be so acquired as to enable its possessor to pass a better examination and still not become a better Teacher. It is with pleasure, therefore I find coupled with the report of better knowledge that of better ability to teach. Book-knowledge is valuable only as it may be applied. The art of application cannot be tested by any written or oral examination. Certificates given to Teachers upon such examinations are not perfect evidence of ability to teach, nor should Teachers so regard them. Each person holding a certificate should by all possible means seek to cultivate *tact* in government and in instruction. It sometimes happens that the better qualified, according to the certificate, shows the poorer qualification as tested by practice.

GREEN LAKE COUNTY.

I submit the following brief report :

Since one year ago, one school house that then was in progress of construction has been finished, and in style and convenience is equal to any in the county. This is located at the village of Marquette. Another, nearly completed at Kingston village, is to be finished with taste, and its style is to be in keeping with the demands of the age. The school houses of Green Lake county, on an average, are as good as in most counties of the state; but poorly furnished with maps, charts, &c.

There are four Graded Schools of two departments each.

The result of my examinations during the past year is as follows :

		Grade.			
		I.	II.	III.	
No. of Applicants:	Ladies 86; passed,.....	0	2	77	79
do do	Gentlemen 18; passed.....	0	8	8	11
Private do	Ladies 4; passed,.....	0	0	4	4
Total,					94

FALL EXAMINATIONS.

		Grades.			
		I.	II.	III.	
No. of Applicants:	Ladies 11; passed,.....	0	1	9	10
do	do Gentlemen 8; passed,.....	1	0	6	7
Private Examination:	Ladies 4; passed,.....	0	0	8	8
do	do Gentlemen 11; passed,.....	0	0	11	11
Total,					81
No. of District Certificates given during the year,.....					4

Of the above number, eighteen were employed in the same school the past year.

About thirty four who have taught in the county are engaged for the winter term. The general average of punctual attendance of pupils upon school is about 70 per cent. The deportment of scholars has very much improved since two years ago. At that time the usefulness of about thirteen of our schools was almost entirely destroyed. This was owing to the self-will of a few of the large scholars, whose organizations physically and mentally, unfit them for the discharge of duties required by the discipline of any well regulated school. What to do with this class of individuals has puzzled the minds of many of our district officers, but the rising intelligence of the age will in a measure overcome these obstacles in the way of education. (1)

Improvements in map drawing, and the study of orthography, are very clearly seen in our schools, they being forty per cent. better than they were two years ago.

With very few exceptions I have visited all of the schools in the county, during both the summer and winter terms, and suggested improvements where I thought they would elevate their condition or raise the standard of instruction.

I have held no Institute as yet this fall, but have postponed it until the holidays, having been requested to do so by several of our most active teachers, many of them—owing to the scarcity of help—being obliged to labor until the opening of their schools, while others were away at Appleton and elsewhere attending school. It will therefore give me an opportunity while visiting their schools to urge upon each teacher the importance of being there to labor for the cause of education.

N. C. HOIT, *County Superintendent.*

NOTE—1. The usefulness of many schools is impaired, if not utterly destroyed, by a class of unruly pupils whose wills have never been educated. It is in part the fault of former teachers and in part the fault of home influences. Many of these "hard cases" may be permanently reclaimed by judicious treatment. For the utterly irreclaimable one course only remains—that of removal from school. Their pernicious influence must prejudice the interests of other pupils and on this account the general good demands their expulsion. These cases, I believe, are very rare, much more rare than is generally supposed. Almost every heart has some tender spot that may be found by the careful Teacher. Time is requisite to find it, hence the Teacher needs patience and perseverance. Interest in the welfare of the unruly must be manifested, hence the Teacher must have sympathy. Help may be needed—the Teacher will therefore secure parental cooperation, and he may find the love a boy bears his mother a more powerful weapon than whips and bars. Many may be saved, who are now turned over by Teachers as incorrigible.

IOWA COUNTY

I answer briefly and hastily your interrogatories on the subjects presented in your circular, dated September 7th.

1st. I am able to enumerate within my jurisdiction, five new school houses, built during the present official term. Three of them have been built since the date of my last Annual Report. In plan, size and structure, these houses are an improvement upon the average character of school houses within the towns where they are located. The schools of Iowa county are, with very few exceptions, destitute of illustrative apparatus, maps, charts, &c.

2d. The number of graded schools, properly so termed, and in efficient working order, is limited to two. This subject is receiving my careful attention in districts where the principle of graded schools admits of application, and I trust at the end of the next ensuing year we shall be able to report progress.

3d. Since the date of my last annual report I have examined one hundred and seventy-five applicants for teachers' certificates, of whom ninety-six hold certificates of the third grade, and three, certificates of the second grade. Of limited certificates, I have issued forty-three, a majority of them being to teachers of standard qualifications and tried merit, but who for some sufficient reason were absent from the public examinations. Thirty-three applications have been rejected. I am glad to be able to report an advance in the average qualifications of teachers as compared with the previous year, witnessed not so much in the greater ability with which the written examination is sustained, as in the more earnest and thoughtful zeal of the teacher in his important work, in practical and experimental effort in the school room, and in professional ambition. (1.) The number re-employed in the same school is not worthy of remark, nor are the facts in this particular, modified as they are by circumstances, to be generalized as evidence for or against the efficiency of our teachers.

4th. My notes taken during school visitation, do not exhibit an increased average of punctual attendance of pupils upon school during the past year. For this defect, in this county seriously impairing the prosperity of our public schools, I am able to assign two operating causes, viz.: the unusual prevalence of contagious and epidemic diseases, and the home necessities of our farming communities growing out of the draft upon our working men for recruiting the army. In general deportment and progress in study of pupils, the advance is correlative with the awakening enterprise of teachers. (2).

5th. Respecting the fifth point upon which you ask for information, viz.: the interest felt and manifested by active work on the part of patrons, I think that in this county but small results are yet noticeable, as the effect of the present system. While the example and efforts of many individuals are gratifying, diffused and enlightened zeal, proving itself in constant and consistent effort, must in many localities be found a plant of slow growth. The present system is, however, universally regarded with favor in this county, and the general improvement of the public schools under its operation conceded.

With respect to future legislation I have little to propose. I believe the perfection of legislation will have been discovered only when the skill

and faithfulness of all its executive officers shall ensure the complete success of whatever system may be for the time in vogue. (3.) With these guaranties of success, I believe the system of County Superintendency is fully adequate to the wants of our schools.

A. J. SLYE, *County Superintendent.*

NOTES.—1. It gives me pleasure to bear my testimony, together with Mr. Slys, to the greater zeal of the teachers of Iowa county. For the efforts they have made they deserve credit. I would not be understood as singling out Iowa county, for throughout the State there is generally marked progress in the right direction.

2. If attendance upon the schools continues during present times as good as it has been in times past, it really indicates advancement.

3. The law is but a dead letter, except as it lives in the zeal and energy of those who administer it, and the best law may prove an utter failure, unless sustained by enlightened public opinion.

JACKSON COUNTY.

Our county has, in many respects, made a decided improvement in educational matters. The ground work for a general reformation is evidently laid. The interest of teachers, parents and the friends of education generally seems to be aroused, and as I said in my last report Jackson county does not propose to remain inactive, but is advancing steadily. Within the last two years several tasty and commodious buildings for school purposes have been erected, and there are now several more in contemplation, each trying to excel the other in neatness and in securing the comfort of the scholars by adopting the modern improvements in school edifices and school furniture. In many of the districts not able to build and to keep pace with the age of improvement, but still retaining "The Old Log School House," I also find some improvement. The old-fashioned, high, backless benches, with the feet of their little tortured occupants dangling a few inches from the floor, are removed, and others, better adapted to the comfort and convenience of the children, are used. A majority of the districts have adopted a uniformity of books, which is another mark of improvement, and many have voted taxes to procure outline maps and other necessary improvements in the school room.

We have no graded schools yet, but the plans are quietly maturing, and it is hoped, that, if the war tax does not become too burdensome, we will have at least two during the coming year.

The teachers institute, commencing on the 16th inst., was well attended and was a success; it went far beyond the expectations of all. The lectures, essays and instruction by the different teachers would have been a credit to older counties more used to conducting institutes.

At my fall examination I granted but four third grade and two second grade certificates. I have endeavored to keep the standard high. I did, however, grant a few certificates for districts, during the year, between my public examinations, which I now regret very much, and if I should act as county superintendent a life-time I would not do so again. I think that schools without teachers are far better off than those employing such mock teachers.

In our county association we have adopted the plan of granting honorary certificates to all regular members holding certificates from the coun-

J. K. HOFFMAN, *County Superintendent.*

HONORARY CERTIFICATE.

— — —, Secretary.

This fall one hundred and forty applicants presented themselves at the *public examinations*. One received a first Grade Certificate, three second

Grade, one hundred and three third Grade, twenty-one partial or six months' Certificates, and thirteen failed.

The requirements in the two examinations were as nearly equal as possible, and the result shows commendable industry and improvement. Many of those who failed in the spring succeeded handsomely this fall.

Three persons, (one lady and two gentlemen), now hold first Grade Certificates; nine persons, (six ladies and three gentlemen), second Grade; and one hundred and seventy-five hold third Grade Certificates.

Decided improvement in the practice of teaching is noticeable among those who have had previous experience. In this connection I take pleasure in adding my testimony to that of many others, of the important beneficial results of good Normal Instruction. (2.) In some instances a visit of ten minutes time has been sufficient to learn the fact of the Teacher's having been the recipient of such instruction.

With a few notable exceptions, tastefulness of dress, tidiness of person and school room everywhere prevail.

The reports show an increased general average of punctual attendance of pupils upon school.

The great obstacle or obstacles in the way of greater improvement, is the want of interest manifested by parents. To remove this, in some measure, I have held Teachers' Institutes in ten different places in the county. From this course a little good has come, but the obstacle is not removed. Parents talk well, and feel deeply, but the record shows *few visits*.

ALONZO WING, *County Superintendent*.

NOTES—1. The experience of Mr. Wing is not peculiar. The results noticed are almost everywhere apparent. It is not the fault of the Graded School, but the fault of the system, which allows so many independent districts, the better part of whose pupils are taken out to swell the attendance of a school which has no interest in its neighbors. Let the township system be adopted, and make the Graded School the head of the system, then the primary and intermediate schools will be benefited, and the Central School will itself be interested in the success of the others. I can suggest no better remedy.

2. Facts like these are worth far more than the most powerful arguments in favor of Normal Schools.

JUNEAU COUNTY.

By your request I transmit to you a brief report of the condition of our schools.

Four school houses have been built during the past year. In consequence of hard times, or perhaps want of interest in school matters, the log school house, hastily thrown together, when lumber was high and hard of access, is made to do. It can hardly be expected that such structures will be neatly fenced or beautified. I have observed that the teachers generally keep them quite clean and wholesome by frequent scrubbing and sweeping. Some improvement has been made in furnishing school houses the necessary out buildings, but to the shame of most, this matter is entirely neglected.

Black-boards have been quite extensively supplied, but only two sets of maps and charts have been purchased. We have in the county three graded schools—two having three departments and one, two.

I have issued nearly three hundred certificates since my term of office commenced. Of this number one received a first grade, and nine, second grade certificates.

Most of our teachers are young. During the past summer their average age was not above eighteen. But they manifest commendable zeal in self-improvement. During the past two years hundreds of dollars have been expended by them for books. (1.) Our institutes are well attended. The present term of our Normal School of twelve weeks, has had an attendance of about eighty who hold certificates. (2.) About sixty of them have had previous experience in teaching. A respectable number of our teachers are retained in the same schools. But few district quarrels have occurred; and no certificates have been annulled.

There has been considerable complaint of non-attendance of pupils. The causes seem to be, in part at least, the distance of pupils from the school, the abundance of berries, and the Indian scare. Our county has furnished a large number for the army; hence many of the children are detained from school to labor.

I think the general deportment of the pupils is fair. Some few schools might be called unruly. Some school houses indicate a characteristic of Jonathan in the whittling and carving line. Perhaps the seats and desks suggested to him that they needed a little finish. Rough logs, high narrow seats, rickety desks, and broken stoves, with stone legs, will never secure respect from irreverent boys, or inspire them with a love of the beautiful or true.

Patrons do not generally visit their schools. More sympathy and co-operation on the part of patrons would ensure greater efficiency.

Some complaint has been made that this and that "good scholar" and "fine teacher" has not been licensed, as a hundred or more have been rejected. But teachers of studious habits, and people of intelligence have approved the sifting process. It is believed by such that the three thousand children of the county are as valuable as "my daughter who is not able to work out," or "my brother's son who was educated in the East."

As I shall retire from the county superintendency at the close of the present year, I gladly return to the school room, in which I have labored more than twenty years. Here I propose to aid teachers in preparing for their great and noble work.

H. C. WOOD, *County Superintendent.*

NOTES.—1. No Teacher can be successful without study. The increasing demand for works treating on the matter of teaching is encouraging. Too many have taught because it was the easiest way to get a living. They have cared little or nothing for their profession, and of course have only dishonored it. No Teacher of years gone by can rely upon his success at that time as a guaranty of future success. He must keep pace with the times. To this end he must read. He who will not study the art of teaching ought not to call himself a teacher.

2. As in Waupaca and Waushara counties, so in Juneau county, protracted Institutes, more properly called Normal Institutes, have been held. From personal observation I can bear testimony to their worth. Except in Waushara county they were connected with High Schools. The Superintendents who had charge of them have been faithful and successful in their work. Teachers also have shown commendable zeal in their studies, and have made marked improvement in both the science and art of teaching.

KENOSHA COUNTY.

In compliance with your wishes, I make the following report of the educational interests of Kenosha county:

Many of our school houses in this county are good, still a few are decidedly poor, and the progress in the way of improvement for the past year has been slow. We have erected the last season two buildings, one costing three hundred and the other six hundred dollars. The last mentioned was built at Liberty, is a very fine building, and seated with Rankin's patent seat. The house is furnished with a set of Pelton's Outline Maps, Page's Normal Chart, a large globe, and an excellent black-board. We believe this is the only district in the county that has purchased any apparatus during the year.

We have one graded school, with two departments, located at Wilmot, a small village in the southwest corner of the county, and much credit is due the patrons for the effort they have made in securing to themselves a good building and school.

We have examined one hundred and forty teachers. Ninety-one hold third grade licenses, seven second grade, and two first grade.

Our percentage of failures is not as high as it was last year, and our examinations have been more rigid, which fact is good evidence of the improvement of qualifications of our class of teachers.

Nine teachers continue in the same school the second year, a feature that some of our district officers begin to appreciate, and one which we hope will be still more appreciated by many.

Our monthly reports, from teachers, show an increase of general interest on the part of parents, and a disposition to aid and assist the teacher, by more frequently visiting the school, and requiring their children to be punctual and prompt in attendance. In this small county we have recorded two thousand and twenty-one visits from parents, school officers and others, and the percentage of tardiness is full twenty-five per cent. less than last year. The percentage of attendance of those enrolled as scholars, is about fifteen per cent. higher than it was in our annual report, made to the Board of Supervisors last fall. (1).

We stated in our first report that many of our teachers had enlisted in the army, and now we are obliged to record the names of more who have gone to do this nation service, and perhaps sacrifice their lives upon the altar of our country.

Our Normal school of four weeks, under the supervision of M. M. Rice, was a success. Very instructive lectures were delivered by Rev. J. B. Pradt, editor of the "*Wisconsin Journal*," Mr. Craig, of Madison, Rev. N. Woodworth, Prof. I. Stone, of Kenosha, and Mr. A. Van Wyck.

Three years ago we organized a County Teachers' Institute, and have so far well sustained it. A number of the towns have successfully supported Town Teachers' Associations during the winter months, and the town of Salem has supported such an organization for three years, meeting each month with a crowded house. (2).

In conclusion we would say that there seems to be a general rousing up of patrons, teachers and scholars, and we trust that the educational interests of Kenosha will well compare with her sister counties.

B. L. DODGE, County Superintendent.

NOTES.—1. As stated elsewhere, the punctual attendance of pupils will keep pace with parental interest. The people of Kenosha county have learned this fact and are determined to act upon it.

2. The Teachers' Associations organized in county and towns must result in great good to the schools. Much more may be learned of the Art of teaching through these local associations conducted entirely by the teachers themselves, than in any other way, if we except actual practice in the school room.

Such gatherings should call out the teacher's ability to teach, by requiring him to conduct a class through a regular recitation previously assigned. At the close of the recitation the class should carry on a friendly criticism upon the method employed. Great care should be taken that these associations do not degenerate into teachers' circuses, where trained hobbies are brought out for the amusement of the spectators.

Kenosha City.—Since this report was sent to the printer, a note from Mr. I. Stone, the Principal of the High School, gives some items with regard to the city schools, not contained in the statistical report, which I add here. The Principal of the High School receives \$1,000 per annum; male teachers in the Grammar Schools, \$400; the two Assistants in the High School, \$350, and in the other Departments the teachers receive \$225. The High School has about 1000 volumes in the library. The first week in July twelve graduates were honored with diplomas. The High School this fall is very full, perhaps fuller than ever before. The senior class numbers thirty-five, ten young men and twenty-five young ladies. There are seats for one hundred and twenty students and one hundred and seventy-five enrolled, so that many are obliged to study in their rooms and then come and recite. The High School room is adorned with some thirty six ornaments, including pictures, busts and statuettes, and is furnished with a splendid organ worth \$400, from which there is music seven times a day, accompanied with singing by the school four times a day. The last year's course of study is much the same as the English studies of the senior year in most of the colleges.

KEWAUNEE COUNTY.

In addition to the annual report required of each county superintendent, I beg leave to present a few additional facts and suggestions, as they have occurred to me while engaged in my official duties in this county during the past year.

Although the county is yet quite new, and all its educational, as well as industrial interests are in their infancy, yet, taken as a whole, the condition of our schools is all that can be expected, and will compare favorably with any of the newly settled counties of the State; indeed, we are proud to be able to say that we have some scholars, who have never had any better school privileges than are found in the district schools of a sparsely settled and thickly wooded country, whose attainments in the common branches of an English education far exceed many of those who have constantly been under the tuition of some of the best teachers of the older villages and cities of the State. (1.)

But as it is the duty of every faithful officer to give a truthful account of the interests committed to his charge, we would not refrain from pointing out the wants and necessities of our schools, as well as offering such suggestions for improvement as have occurred while visiting the different schools under our supervision.

The greatest wants, observable in this county, are better school houses, with better arranged seats, desks, stoves and windows; the most of them *are built of logs*,—not in itself objectionable,—but poorly built, badly *lighted, insufficiently warmed*, and totally devoid of comfort, convenience or pleasure. With such houses it cannot be expected that children can pur-

sue their studies with any hope of advancement. As the first houses were built some five or six years ago by our newly arrived settlers, it was not possible to do better, but now, after the lapse of several years, and the natural improvements which have taken place all around us, it is time that we should set ourselves vigorously to work to improve them; else, without the re-construction and improvement of our school houses, how can we expect our children to make any improvement in their studies?

SCHOOL HOUSES.—During the past year there have been but two new houses erected in the county, and, with slight exceptions, no improvements made on the old ones, nor have there been any additions to the school furniture, while nearly all are entirely destitute of school apparatus, maps and charts.

GRADED SCHOOLS.—We are sorry to say that we have not sufficiently advanced, nor is the number at any one school sufficient to require or demand grades, except in two instances, those of districts No. 1, in the towns of Ahnepee and Kewaunee, where it will be necessary, ere long, to divide the school into two grades.

TEACHERS.—During the past year we have examined thirty-one applicants for certificates, to all of whom were granted third grade certificates, except three, who were rejected on account of inability. All of those holding certificates are striving with commendable zeal to improve themselves and their scholars.

As a result of the new county system we find that a better class of teachers are applying for certificates from term to term, and in consequence our schools are getting the benefit of better qualifications, which was very much needed. In fact, the teachers themselves admit the superiority of the system, as it effectually sifts the chaff from the wheat, and really good teachers are known and appreciated. (2.)

PUPILS.—The irregular attendance of pupils is another cause of regret; but here, where all are hard working farmers, it is impossible to secure anything like a regular attendance; but we think if the great injury to their children could be seen and realized by the parents, much greater efforts would be made to prevent so much absence from the school room.

PARENTS.—We are sorry to say that the parents and school officers are very dilatory about visiting the schools. Having built school houses, voted money, hired a teacher, seen the superintendent around visiting the schools, they think their duty at an end; far from it. Besides all this, they should personally visit the school room as often as possible, to see if the teacher does his or her duty; see if the scholars are learning anything; see if they are comfortable, have suitable seats, desks, books, with good fire and water. It is the universal complaint of the teachers, and it is substantiated by our own observation, that it is almost unknown for parents to visit the school room, consequently they *know* nothing of the good or evil report they *hear* of their teacher. This ought not to be so; parents should see to it that the teacher and scholars are encouraged by frequent visits, and a hearty co-operation with all that tends to their mutual improvement.

From a careful observation of the workings of the county superintendency during the past year, we are confident that it has

means of a great improvement in the general welfare of the schools, having materially assisted in a better uniformity of books, instruction to school officers and teachers in their duties, and a better method of conducting the exercises of the school room. But with all its benefits we have one important amendment to propose, and that is, that there should also be a town superintendent in each town to attend to the local matters of his town; to advise and counsel with the different school boards, and to carry into effect the requirements of the laws and other matters as he may be directed by the county superintendent.

With the experience of the past two years, and a full knowledge of the condition and wants of our school, we shall set out upon the duties of the coming term with renewed hope and courage, and shall make it our constant aim to advance the interests of both teachers and scholars, and hope to be able, with the next annual report to present still greater advancement and improvement in the condition of our schools than has ever before been witnessed.

D. D. GARLAND. *County Superintendent.*

NOTES—1. It is not absolutely certain that a "sparsely settled and thickly wooded country" is not better adapted to intellectual growth than villages and cities. Such a country is generally settled by an enterprising population. The children partake of the spirit of their fathers. The circumstances surrounding them demand economy, frugality, patience and perseverance. The physical exercise demanded strengthens the body and has a healthful effect upon the mind. There are less exciting scenes to draw the student from his books, and less temptations to vicious indulgence, which, dampens mental activity. From the experience of years, I am glad to believe that the country furnishes stronger minds than the city. Attainments may be less by reason of limited time, but there is no mental dyspepsia, no hot-bed growth.

2. The benefit here referred to, is worthy of note. Teachers are enough like other people to be desirous of occupying such a position as their merits warrant. The system of examinations and of certificates has encouraged all worthy teachers, who now receive the credit they deserve, (each certificate showing the standing of the teacher,) while it has left out of the profession some of those who are not worthy a place in it.

LA CROSSE COUNTY.

The Annual Report which I sent you for the year 1863 is imperfect in many respects, yet I think it more accurate than that of last year. I have taken much pains to have it correct, and yet the item of number of day's attendance is worthless. Some clerks will not take the trouble to make correct reports, while others are incompetent.

I will answer the points upon which you wish information, in the order in which they occur in the circular.

SCHOOL HOUSES.—There has been one new one built during the past year—that being a fine brick house in district No. 6, in Barre. Three more are contracted to be built next spring. Many improvements have been made during the year, such as painting buildings, fencing grounds, re-arranging seats and desks, and building out-houses. More than a dozen have been built during the year. There are now but ten school houses in the county without this appendage. (1.) The furniture in most of the houses is poor and badly arranged, seats and desks being too high for the size of pupils who occupy them—the lowest seat in many cases being 16 inches from the floor. What greater torture could be inflicted upon

children of tender years, than to require them to sit for six hours each day upon such seats and at the same time breathing the vitiated air of an unventilated and perhaps overheated school room? It is not strange that many of our schools become almost depopulated before the close of every winter term. There are 24 houses without a chair—4 having no pail and cup—9 having no black-board. There are 6 that have outline maps—4 that have a map of the county and 2 a map of the seat of war.

There are but two *Graded Schools* in this county, those being in La Crosse and each having three departments, with an average of 80 pupils each.

TEACHERS.—The whole number of persons examined was 121, of which number 92 received certificates. Five received certificates of the *first* grade, two of the *second*, sixty-one of the *third*, and twenty-four limited certificates. Applicants passed more creditable examinations than last year. Particularly is this the case with those who have been examined before, proving that they have applied themselves to those branches in which they were the most deficient. I am satisfied that the teachers of this county are anxious to become worthy of the certificates which they hold, and are not content with present qualifications, but are improving every opportunity for self culture. It is true that there are teachers, who care for nothing except to obtain a certificate, kill time, and get their pay, but the number of that class is growing smaller and beautifully less each term. The average standing of teachers during the year 1862 was 67 per cent., and that of 1863 is 74 per cent., being a gain of 7 per cent., though the actual difference is greater, as the questions were more difficult the present year. Only four were employed in the same school the previous year, though many who taught last winter have taught the same school this summer.

Districts change teachers far too often. Much time is lost in this way, as it takes some time for pupils to become acquainted with teachers, and teachers with the capacity of pupils. The general average of attendance upon school is much better than last year. In no direction has there been more improvement than in that. This has been brought about, in part, by a system of reports, but more from the extra efforts of teachers and the co-operation of patrons. This is a move in the right direction, but it will yet take years to correct this evil.

The number of persons of school age who have not entered the school room for a single day during the year, in this county, is 1,643, and the number of days lost from absence by those who attended school is 39,727, and number of tardinesses 11,754, and time lost 500 days, making a total loss of 261 school years of 7 months each. The actual percentage of attendance is greater than that shown by the report, being just 78 per cent. during the year. The improvements noticed in the schools visited were, better order—more system, and more interest in study. School houses and grounds looked more neat than before. The habit of whispering has been almost broken up during the past year. In two thirds of the schools I did not notice a communication during the half day of my visit, while before that it was unusual to find a school where the practice of whispering was not universal. (2.) Although there have been 20 visits from patrons and school officers to one of previous years, still there is a great apathy in this respect, and I know of no way of curing them of it. One

thing is encouraging, school officers are making more effort to obtain well qualified teachers, and I trust it will not be long before it will be impossible for poor teachers to obtain situations. There is nothing, however, which encourages me so much as the increased interest on the part of teachers. If we can have good teachers we can soon have good schools. Our teachers are wide awake, anxious to excel, and many of them are attending school during vacation. It appears to me that something should be done to bring teachers out to the public examinations. Many will stay away and then have an excuse which you are expected to accept, when, oftentimes, were the facts known, the excuse would be groundless. Were they required to pay \$1.00 for an examination at other times than public ones, I think there would be less applying for private examinations. In conclusion, I will say that upon the whole there is much to encourage us, inasmuch as at times like the present we should not be disappointed if our schools went backward.

P. S. ELWELL, *County Superintendent.*

NOTES.—1. La Crosse county most certainly deserves praise for her humanity and refinement in this respect. But what shall be said of the *ten*? May their number be rapidly diminished.

2. No more serious evil exists in our schools than the evil of whispering. How shall it be corrected—can it be entirely broken up—are questions often asked and with difficulty answered. It appears from this report that as interest in schools increases both on the part of Teachers and Pupils, the whispering mania is cured. Give the child employment in which he is interested, and he will have little time and less inclination to whisper. Idleness is the root of this evil. Strike at the root, and not attempt to cure it by lopping off the branches here and there. Self control is one of the most important lessons to be learned at school. In the discipline of the school room more attention should be given to the cultivation of this habit, then less time will be spent upon reforming those practices that spring from neglect of it. In a little time, I believe a public opinion may be created in a school, that will correct the evil of whispering as well as many other evils, more surely and more speedily than arbitrary rules or restraints will do it.

LA FAYETTE COUNTY.

In compliance with your request I submit the following brief report of the condition and prospects of the schools in this county. For your convenience I shall condense as much as possible.

1st, **SCHOOL HOUSES.**—These, as regards comfort and convenience, in the great majority of instances, fall far short of what they should be. There seems to be, however, a righting up of public sentiment in this respect, in many places. Six new houses have been built during the past year, or are in process of completion. Something has been expended for maps, charts, etc., but scarcely an approximation towards what is needed. The walls of most of our school houses are as bare upon the inside as without—not a map, or chart, or picture (save now and then a charcoal or jack-knife sketch by some embryo artist) to relieve the monotony. Several schools have been supplied with outline maps since the date of my last statistical report.

2nd, **GRADED SCHOOLS.**—There are three of these in the county, with two departments, and but one with three departments.

3d, **TEACHERS.**—Number examined during the past year 177. Of these,

127 hold certificates of the third grade, and 8 certificates of the second grade. A marked improvement is manifest over last year's examinations. The average qualifications this year, as compared with last, I cannot accurately give, as different questions have been used, and perhaps more difficult ones. There seems to be a growing determination on the part of teachers to fit themselves better for their work. This has been evidenced at the Institutes and is now apparent from the seeming lack of teachers to supply the winter schools—many having expressed a determination to go into the school room again as scholars, rather than as teachers.

4th, PUPILS.—The average of punctual attendance upon school, has been considerably higher this year than last, although there has been a lamentable neglect in that regard. Teachers have been required to make monthly reports of punctual attendance, tardiness, general deportment, etc. These exert an influence upon the scholar directly, quite as much as upon the teacher, and thus indirectly again upon the scholar. Upon the whole, despite conflicting circumstances, I trust some advancement has been made during the past year, but much, very much is yet to be done to bring the schools of La Fayette county up to that position which they should occupy. While the "new system," if judiciously managed, is destined to work much improvement in our schools, its deficiency, so often suggested, should certainly be remedied as soon as practicable. The missing link should be supplied. The town clerk is not properly a school officer, and is seldom chosen, perhaps, with any reference to the school duties which he now has to perform. Should not these, then, and other duties devolve upon some special school officer in each town, one whose duty it shall be to watch over the interests and report the condition and progress of the schools of his town? No one man can visit, supervise and become sufficiently acquainted with the condition, wants and peculiarities of each school in a county. The substance of these suggestions has been presented before. I simply offer them "in the rough" as embodying my views, without going into detail. (1.)

J. B. PARKINSON, *County Superintendent.*

NOTE—1. Mr. Parkinson adds his testimony to that of many others who feel the need of the "missing link." Admitting that the present system of school districts is to be continued in force, this link of a school officer for each town should be supplied. But this would increase officers, while the same end may be secured, as it seems to me, in another way. By adopting the township district system the town school board will answer the purpose now served by the district boards, and will also perform the duties of the officer who, under the present system, seems to be needed.

I would here call attention to that part of my report bearing directly upon this subject.

LA POINTE COUNTY.

(NO REPORT.)

MANITOWOC COUNTY.

(NO REPORT.)

MARATHON COUNTY.

A few days since I had the pleasure of forwarding you my annual report. There is manifest improvement upon last year, but I am sorry to see so many imperfections, and cannot be reconciled to it. The only satisfaction I have is that I have endeavored to interest the Teachers, and urge upon the District Clerks the importance of the register being kept right, and every item noted in their reports.

Some new districts are being organized. There have been built during the year two frame and five log school houses.

Three schools have been furnished with Pelton's Outline Maps. In the Village of Wausau we have a Graded School with two departments, and will need another soon. The school house is two stories and convenient, has five Blackboards—Outline Maps and two clocks, and will soon be furnished with a bell, and enclosed grounds, improved and adorned.

Fourteen have been examined by me and received a third Grade Certificate. As regards their qualifications, compared with those who taught last year, there has been improvement. Three taught in the same school last year. Some young ladies get married, and others from outside the county, are not employed again.

The attendance of pupils is not reported so that an average may be ascertained. In Wausau the attendance, as reported by the Principal at the examination, was ninety-seven per cent.

Our schools have improved in deportment and punctuality, and also have made satisfactory progress.

The schools throughout our county have received more visits and better attention from patrons than heretofore. In some school districts the officers have found time to visit where heretofore there has been a total neglect. There is not a hearty and active cooperation on the part of many school officers, but a disposition to shirk responsibility; true there is improvement, but nothing like what it should be.

If officers have no children, they care but little for the school, and consequently don't visit the school. (1.)

I have been able to awaken an interest in many of the districts in a united effort to obtain better qualified teachers, and in our school at Wausau we are raising up some, so that we shall not be as dependent as heretofore for teachers from other parts of the country.

The most of our schools are in their infancy. Our county is but newly settled. The population moves slow, and their farming interests occupy all their thoughts, and they seem not to care for the education of their children as they ought, but our motto is "Onward."

CHARLES F. HALSEY, *County Superintendent.*

NOTE—1. The experience of Marathon county may be more general than I suppose, but it is not unusual to find the warmest friends of schools among intelligent people who have no children of their own to be educated, but who feel that they have an interest in the proper education of the children of their neighbors. Such persons view this matter not as a personal benefit so much as for the general good, which in their wisdom they consult.

MARQUETTE COUNTY.

In accordance with your request, I herewith submit the following supplementary report of the schools of this county for the past year :

During the year our schools, in common with all enterprises requiring pecuniary aid, have felt the effects of the times. Although it has been admitted in many instances, that there existed a want of better school buildings, yet save in one instance, the people have not felt able to erect them. One substantial frame building is in progress of erection, and will be ready for the winter school. At Montello, at the last annual meeting, a sufficient amount was voted to be raised to finish the upper story of the school building, in anticipation of starting a high school.

Not much improvement has been made upon other school buildings, as the people prefer rather to build new ones as soon as their means will admit. One school, only, has appropriated money for maps and charts.

There are at the present time forty teachers having certificates in force in the county; (the examinations for the winter schools have not taken place yet,) of which number there is one first, four second, and thirty-five third grade certificates. I am happy to say that the evidence was given at the examinations, that nearly all the teachers were trying to raise their standing, and in many cases with success.

The present system of examinations creates a want for suitable schools where teachers can qualify themselves. I am unable to report accurately concerning the attendance, deportment, etc., of pupils; from the fact that the blank reports furnished the teachers did not cover those points fully, the reports being intended as an experiment to aid the teachers in the management of the schools, as well as to furnish a knowledge of them. Judging from the reports of the teachers, however, I am led to believe that the attendance has been better, and the deportment decidedly better than the year previous. The number of schools has not been diminished. Under the pressure of the times, this fact is significant, and goes to show that the interest of the people in the schools has not diminished.

With regard to teachers' certificates the same suggestion is offered that was made last year, viz. : that third grade certificates should extend over the county (or district), but be limited as to the time to be in force.

It has become apparent, at least with us, that the visits and interest of patrons depend very much upon the teachers. It appears to be owing to this reason that some schools are frequently visited and much interest taken in their behalf while under the charge of teachers of ability, yet when those teachers are exchanged for a poorer class of teachers, the interest seems to abate. We are striving, and with some success, to prevent this evil, which results from the too frequent change of teachers. To remedy such things fully, we need, and it is being generally conceded, a State Normal School, where the teachers can obtain not only a term but a full course of instruction, and that kind of instruction too that will tend to make teaching what it ought to be, a profession.

These thoughts lead me a little farther to the workings of the school system. We now have the county Superintendents at work and doing much good, yet we must acknowledge that it is hard to unite their strength so that their efforts can be felt, as a unit, in the cause of education. As

we are now situated, it is difficult to obtain needed legislation in reference to educational affairs. If the county Superintendents meet in convention and through the state Superintendent offer suggestions in reference to the school interests to the legislature, it is only by chance that what is offered can have a respectful hearing. (1.) At the risk of being considered as having exceeded the limits of my duties, I will venture a suggestion in regard to this matter.

After much reflection I am of the opinion that we need a Board of Education for this state. The suggestion that I offer is that the county Superintendents should be members, *ex-officio*, of such board, and that the state Superintendent should be President *ex-officio* of the board; that the board should meet annually at Madison during the session of the legislature; and that in case of needed legislation for the school interests, the board should embody their wishes in suitable form, which should be presented to the legislature by the President of the board, he having for that purpose the power to introduce and vote upon the measure in the assembly as if he were an elected member of the same; that a small compensation, merely sufficient to cover actual expenses, should be allowed each member of such board in attendance; that the President should have power to call such board together at such other times and places as the interests of the schools might require; that the board should make rules and regulations for its meetings, and that the conclusions to which the board should arrive, when confined to legitimate and well defined limits, should have the force and effect of law. (2.)

The above is given as a suggestion, that it may lead to results beneficial to our common schools, which, at this critical moment in our country's history, should be fostered and protected by every means in our power.

B. F. HOOD, *County Superintendent.*

NOTES—1. This remark does not accord with my experience. The legislative bodies of the past four years have given respectful attention, on the whole, to measures of an educational character brought before them. Their action has not always accorded with my wishes, though of this I can not complain, for with two or three exceptions, all that I have asked has been at last granted. It must be expected that some legislators will treat lightly their school interests, since as private citizens they utterly neglect them.

2.—To a certain extent we already have such a board. Conventions of county superintendents have been called twice during the past two years, at which measures bearing directly upon the interests of the schools have been discussed, and certain bills embodying the wishes of these superintendents have been introduced, while others will be introduced into the legislature for their action. It would be rather a novel proceeding to admit any person, not regularly elected a member of the legislature, to the privilege of voting upon any measure before that body. A board of education composed of one person from each congressional district would be large enough, and might prove successful.

MILWAUKEE COUNTY.—(FIRST DISTRICT.)

I submit to you at this late hour a few brief remarks as a supplementary report. *

A new brick school house has been erected (which is not entirely finished) in district No. 2, town of Wauwatosa, at a cost of \$1,500, which will be quite an ornament to the district and a credit to the inhabitants.

There are a few good, comfortable school houses in every town in this district, but with these exceptions, they are ill-constructed, miserable excuses, and the furniture is more generally neglected than the houses. I have endeavored to introduce outline maps into the schools, and I think I shall succeed, as many of them raised funds at the last annual meeting for that purpose.

We have two graded schools in this district, having two departments each, one in the village of Wauwatosa and the other in the town of Oak Creek.

At my meetings held last spring for the examination of teachers, ninety-seven applicants presented themselves for inspection; sixty-one received certificates, ten of the second and fifty-one of the third grade. Of this number forty-seven taught school the previous year, and eleven have been employed in the same schools for the last two years. I am satisfied our teachers are making greater efforts to improve themselves in regard to management, government, and thorough mode of instruction than ever before, and we can evidently see a marked improvement; their average qualifications as compared with the previous year are twenty-five per cent. better.

Our present national trouble has had its effect in taking from us many of our excellent male teachers, leaving only seven who have certificates to teach the coming winter; but their places are being filled by industrious female teachers, and if they do as well as they did last winter, we feel assured that success will crown their responsible efforts.

The punctual attendance for the year ending the 31st day of August is sixty per cent., and general deportment is seventy-two, as gathered from our teachers' monthly reports. The number of visitors recorded for the last year is one thousand and four, which tells well for some of our patrons. (1).

We have had more interest manifested in our schools this last year than ever before. The true friends of education in this district speak well of the new order of things.

WM. LAWLER, *County Superintendent.*

NOTE.—1. I doubt whether any district with the same number of schools can show so large a number of visitors. Nor is it surprising that scholars steadily improve in attendance, punctuality, and deportment, where parents take so much interest. To drop into the school room for an hour two or three times each term may cost the parent a little time and some sacrifice of bodily comfort, but no equal effort will secure a richer reward to the parent in the better and more rapid progress of the child. The child naturally feels a deeper interest in that which interests the parent, the teacher does better for the child when the parent manifests a desire for his improvement. Parents trust too much to teachers. Self-interest demands frequent visitation of schools.

MILWAUKEE COUNTY.—(SECOND DISTRICT.)

The school houses here, principally, as you will notice in the report, are log and in bad condition and without necessary conveniences, and no prospect at present for the rebuilding of the same on the present and convenient system. In my own school district we raise an amount of money each year for the purpose of purchasing a site and building a school house.

There are six school houses in my Superintendent District which are substantial, tasteful, and convenient, some of which can accommodate over one hundred pupils. In those districts they demand better teachers, pay more wages, and respect their teachers. The pupils are generally well advanced. In those districts the School Board and parents make a practice of visiting the schools in their several districts twice each term, which does not only enliven the school, but tends to inspire the pupils to compete with each other. Without the cooperation of School Boards and parents with the teacher, but very little can be expected.

I am sorry to state that the electors are not judicious, in many instances, in making choice of school district officers. There are several schools which the school board does not visit. I have a hope, however, that in a short time parents will see the utility of a thorough education for their children. Under the present advantageous free school system, they can not have an excuse for retaining from their children a good education, to fit them to become useful members of society, a blessing to their parents, and an honor to themselves.

The school furniture is of the old style, and most probably will remain so for a number of years. In some schools they have not a chair for their teacher; he must condescend to sit on the old oaken bench for the sum of twenty-five dollars per month, and board himself in the bargain. The cleaner and better the school room and furniture, the more it tends to command respect. (1).

We have no graded schools. The number of teachers examined this year,—fall and spring examinations—was sixty, the same holding third grade certificates, one-third of which are of six months duration. The questions proposed this year are more difficult than those of the previous year, the average standing of teachers last year being seven tenths, and this year eight tenths. The teachers manifest more interest than previously. The public examinations are the cause of much good. The first year I was troubled very much with candidates for private examinations, but am happy to state that I have not had one applicant this year. Public examinations, when introduced two years ago, abashed several, but now they meet them with pleasure and confidence.

The number employed in same school the previous year, is ten, most of whom are married men, and have their homes in the districts. On such teachers we can depend. It is a pleasure to them to instruct the young. In the town of Milwaukee we have teachers who have taught in the same school for the past three years, and the progress made is now plainly visible. A three or five months school and a change of teachers yearly is nothing. The learning obtained by such a process evaporates during the long vacation. A new teacher is introduced and he introduces new books and commences at the beginning, thereby keeping them on a balance. It brings very little credit to such school, officers, or parents. Their principal aim seems to be Gold, not Knowledge. In fact a great many would be miserable if they were placed in an honorable position. I have—some will say—learned enough, (and perhaps that is very little,) and if my children know as much, that is all I want. Vain ignorant man! Thinkest thou that thou wert placed upon earth merely to *exist*? far from it.

The attendance of pupils during winter term is regular. In summer the

attendance is not so regular, the older children are wanted at home, and those who attend school are few and very young. The deportment of pupils is very good in and out of school, the cause of which is the morality and respectful deportment of the teacher in and out of school. I intend, as soon as the fall terms commence, to hold an institute of two days, thereby insuring the presence and cooperation of the teachers who are in actual service, from which I anticipate much good. The institute held last year was on the day before examination, and only three teachers attended. The facts are that there is not sufficient accommodations in either town near to a convenient place for holding an Institute. Several of the teachers complain that their income is so small that they cannot attend an Institute for two days and an examination of one or two days, while under expenses. The houses in my Superintendent District are generally small and the occupants are not endowed with much generosity.

WM. SWAIN, *County Superintendent.*

NOTE.—1. Neatness is essential to health and to good morals. Filth is never found in connection with pure morality, whatever pretensions may be made to the contrary. The habits a child forms at school have more influence over him than all he learns from books. No one can over-estimate the value of neatness. Slovenly habits should weigh largely against any applicant for a teacher's certificate. Neatness does not necessarily include show. Tinselry, and cheap jewelry, and mere external ornament are not desirable. To my mind they are objectionable. So with school houses. *Comfort* should be sought rather than *show*. I have visited plain log school houses where the spirit of neatness was evidently the ruling spirit. I have visited houses of great external beauty that were really full of all uncleanness. Teachers may, by example, correct much of the evil growing out of inattention to order and neatness.

CITY OF MILWAUKEE.

I take pleasure in endeavoring to furnish you with the desired information as requested in your note to me of the 7th inst. I entered upon the duties of Superintendent of Public Schools of this city on the 6th of January last.

I find the labor required in the office, as well as having the care of all the Public School property of the city, and providing the necessary supplies, leaves but little time for personal attention to the schools.

I am well satisfied from observation, in what little time I have spent in schools, that in the greater portion of our schools, there has been good advancement made the past year.

Our schools have labored under a great disadvantage for want of uniformity in text books, and in instruction, which we have partially remedied, and we are in hopes of fully accomplishing our object by the close of this term.

There was expended last year on account of new school houses, the sum of \$13,485.91, as follows:

For the completion of three new buildings,.....	\$ 8,671 30
Furniture for buildings,.....	1,324 20
Heating apparatus for buildings,.....	479 80
Fencing and other improvements on and about the school buildings,.....	3,010 61

For maps and charts we have expended nothing. The number of Graded Schools is nine, with three departments each, and five where the studies are of a mixed character.

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The general average of punctual attendance is 93 6-100 per cent., and the progress made in study fair. I think there will be greater progress made the coming year, as we are determined to improve our system of school instruction, and I am in hopes that at the close of the present year I can say our system of school instruction is second to none in the state.

EDWIN DE WOLF, *City Superintendent.*

MONROE COUNTY.

At the examinations last spring there were 135 applicants.

I required 60 per cent. correct answers on the whole list, or 80 per cent. on 10 selected questions. I issued 61 full 3d grade certificates, and 41 limited. The fall examinations have been attended by about 50 applicants. I have issued 15 third grade certificates, and 3 limited certificates. On my list of fall questions I required 70 per cent. correct answers.

C. C. MILLER, *County Superintendent.*

OCONTO COUNTY.

In accordance with your wishes as expressed through the "Journal of Education," and my own desire to see our county and our schools properly represented and benefited, I herewith transmit to you a hurried compilation of facts and ideas that have presented themselves to my mind.

SCHOOL HOUSES.—Every district reported, in the county, with one exception, has a school house, and although the county has been settled but a few years, such has been the pride of its citizens, that but two log buildings are now occupied for school purposes, and they are much more comfortable than many frame buildings I have seen in eastern states.

One school house has been commenced during the year, which will cost, when finished, about two thousand dollars. Another has been completed which cost nearly one thousand dollars, while the rest are all nearly new frame buildings, with all the modern improvements in regard to seats, desks, &c., and a majority painted nicely inside and outside. Through my exertions during the past two years I have succeeded in introducing outline maps into nearly every school house in the county, and in the way of charts, globes, and other necessary appendages to the school room I have succeeded in getting up a lively feeling in their favor, and, in some instances, have succeeded in getting them introduced.

Every school house but two has a black-board, and all have pleasant locations. Take it all in all our school houses average better than in many older settled counties, and are fully up to the average standard of convenience, healthfulness, furniture, apparatus, &c. (1.)

GRADED SCHOOLS.—Like most newly settled counties we cannot boast of many graded schools; we have succeeded however in organizing two with two departments in each, and I think during next year will have two more in operation. I feel that too much cannot be said in favor of graded schools wherever size of schools and location will permit, and I hope to see the system thoroughly carried into effect, not only in this county but throughout the whole state.

TEACHERS.—I have examined during the past year thirty-five Teachers,

a few of whom I *advised* to attend school, rather than attempt to teach. Those whom I had previously examined showed evident improvement, and, taking it all in all, I think the standing of the Teachers in this county is fifty per cent. better than it was two years ago, and I thank the system of the *County Superintendency* for it, and I hope to see it continue.

PUPILS.—The general average of punctual attendance in this county has not been as good as desired, owing to the great number of families left dependent upon their older children for support (in whole or in part) by the enlistment of fathers of families in the army, for the defence of this *glorious Union*. But the general deportment of those attending, as well as the progress made in study, has been all that the most earnest could wish.

PATRONS, &c.—As regards school visitations, both by parents and district officers, I am sorry to say that there has not been that interest shown that I could have wished, but it is no lack of interest in educational matters that causes this, for Oconto County is noted as much for her liberality in school matters as she is in sending volunteers to the battle field, being second to none in wages paid teachers, or in the number of volunteers sent to the war. It rather seems to arise from a habit which is peculiar to all *Lumber* districts. My impression is (judging from the experience of the past two years) that Oconto county will rank second to none, in a very few years, in point of good schools, in comparison with other counties of the same description.

I hope that we all may see such improvements made, as are to be desired by every true friend of our common schools, and that the cause of *Education* (the true foundation of our civil liberties) may ever continue to flourish and increase, throughout this beloved Union.

WM. H. SEWARD, *County Superintendent*.

NOTE.—1. The more recently settled counties should lay no claim to superior intelligence, or greater interest in school matters, because their School Houses are better than the majority of houses in older districts. They have the advantage of the experience of the older counties, and can avail themselves of improvements in buildings which are found in the new buildings of the older counties.

But in the matter of outline maps and apparatus they certainly deserve credit in Oconto County. They are in advance of many older counties in that respect.

OUTAGAMIE COUNTY.

The number of certificates given during the year is as follows: Applications for third grade 52; granted 37; certificates of the second grade 9 issued. The teacher who used to work into the mind of the young a mechanical knowledge, is making place for the more intellectual teacher of ideas. The old log school house is making room for the frame building, and the yet new field of education in this county wears a more favorable aspect. Some teachers' associations were organized, but have proved not to reach the point of attention that should be paid to this very interesting way of improving in teaching.

MARTIN GERRITS, *County Superintendent*.

OZAUKEE COUNTY.

Inclosed please find report from this superintendency for the current year. The condition of our schools remains about the same as last year, and very little improvement is perceptible. Some of our best teachers have left us and entered into the army. The great demand for soldiers has increased the price for common, farm, and other labor so much, that any one—not being a cripple—can get better wages and steadier employment in working at any other trade, or occupying his time with almost anything else than school teaching. This applies to the wages paid in at least three-fourths of the districts in this county. (1.) If school were to be kept for six months during the year in any one of these districts by a well qualified teacher, an extra tax would have to be raised for teachers' fund, which the people, in most of the districts, are rather unwilling to do, but rely altogether on the public money to pay the teacher. The consequence is, that a "cheap" teacher is hired for the term of six or eight months in preference to a good teacher who would ask the same amount of money for teaching one-half of that time, if one can be got at all for so short a period. Again, as a general thing, our districts are too small to authorize the employment of a good teacher asking a fair compensation. Not a little trouble and difficulty I had to encounter in many districts where the people desired to have an exclusive German school, or where such school should be kept a portion of the time. You are perhaps aware that nearly one-third of the districts in this county are peopled exclusively with Germans, while in the other districts, with but here and there an exception, the Germans outnumber the other inhabitants nearly nine to one. All applications for the employment of such teachers, made by the district officers, or rather for the granting to them of certificates, I have made dependent upon the unanimous wish of the people in the district, after being satisfied that the applicant was otherwise qualified. (2.)

The last institute, held by me here, was attended by but few teachers. I shall endeavor to call them together again for that purpose as soon as I get through with my examinations.

Very little improvement has been made in the building of school houses; a few log school houses have disappeared and given place to frame or stone buildings.

The school in the village of Port Washington has three departments; those of Grafton, Cedarburg and Theirsville, (villages,) two departments each; all the others have but one department, with the exception of the Freistadt district in Mequon, which has a second, or German department.

My examinations of teachers will be held in the latter part of this month. Last fall and this spring I have licensed 87 teachers; quite a number of them got only temporary and local certificates. Only one teacher received a first grade certificate, and four received second grade certificates. On account of our population I must do the best I can with the material on hand for teaching, and try, so far as I can, to influence the districts to select the teacher best fitted for each district.

The pupils, as a general thing, are orderly and well disposed, comfortably and cleanly dressed, and show a laudable desire for acquiring knowledge—sometimes "under difficulties."

The visiting of schools by the officers, parents, and guardians, is rather neglected. I always inquire of the teacher as to this fact, and find that in many districts not a single call has been made by any of these persons. I sent you last spring the questions used in my examinations; this fall I shall use similar ones. It is not advisable, as yet, to raise the standard of attainments.

FRED. W. HORN, *County Superintendent.*

NOTES.—1. The people grudgingly pay a teacher the same wages paid a day laborer. They measure the value of services by the time occupied in performing the service, leaving entirely out of sight the time and money required to prepare for such service. A good teacher must spend years, at a cost of hundreds of dollars, in preparation for this work. For this he should be paid.

2. The law demands that certain branches shall be taught in the English language. These branches are *Orthography, Reading, Writing, English Grammar, Geography, and Arithmetic*. It follows that a qualified teacher must be able to teach these in the English language. It matters not what his nationality may be. In the German districts, referred to by Mr. Horn, it would be far better to employ a German who understands English. By his knowledge of their native tongue he is better able to impart instruction in English even. Such teachers can be readily found. German may be introduced as an additional branch by the district board. See sec. 55, chap. 155, general laws of 1868.

PEPIN COUNTY.

(NO REPORT.)

PIERCE COUNTY.

Ours is among the new counties, yet I doubt if there are many counties in the state that can show a better record of advance in educational matters.

There have been erected, in this county, the past year, seven new school houses, an addition of twenty per cent. to the original number. Four of these have been first class frame houses, and three good substantial log houses.

One Graded School has been established. We now have two Graded Schools in the county, one of three hundred pupils, the other one hundred and fifty. The latter has three departments; the former five.

Our teachers passed a much better examination this year than last. Those who have taught before have made the most gratifying improvement, while our new applicants show that they have been thoroughly drilled in the essentials.

The average attendance and punctuality of pupils has advanced twenty-five per cent., and there is such a general interest awakened, and increasing demand for *good teachers*, that teachers of the old stamp find it hard to obtain situations.

The remark is seldom heard now, "She will do for our school, as the children are all backward, and *any body* can teach them." On the contrary the call is "We want *good teachers*."

W. T. HATCH, *County Superintendent.*

NOTE.—The impression that a poor teacher is amply qualified to take charge of a backward school is common, and very erroneous. If a school is backward, it is for one of two reasons. Either early advantages have been wanting, or advantages possessed have been sadly misimproved. In either case the school demands the best

teachers that can be secured, either to make up for lost time, or to correct bad habits. The reason assigned therefore for the employment of a poor teacher, should urge to the employment of the best that can be secured.

POLK COUNTY.

(NO REPORT.)

PORTAGE COUNTY.

(NO REPORT.)

RACINE COUNTY.

In compliance with your request, I submit to you the following report of the condition of the schools of Racine county:

SCHOOL HOUSES.—Several new school houses have been erected in this county during the last year, and have been, in every instance, of a very creditable character; and, in addition to these, many old buildings have been thoroughly repaired, and rendered convenient and comfortable. About three-fourths of our school houses may be called respectable; the remainder are defective either in respect to location, style of construction, or internal arrangement. There are no *log* school houses in the county, but some that are *worse*. All of our schools are provided with blackboards, and about one-third with outline maps; a few are also supplied with charts and globes. The schools in the city of Racine, and in the villages of Rochester and Burlington, have more or less philosophical and astronomical apparatus. A large proportion of our school houses, including some good buildings, are uninclosed and destitute of suitable out-houses. The poorer class of school houses is composed chiefly of those built in an early day; but the relation of good school houses to good schools, and the influence of school house accommodations and surroundings upon the physical, esthetical, and moral education of pupils, is gradually becoming better understood, and there is reason to believe that those of an inferior character, yet remaining, will soon be supplanted by a better class of buildings.

GRADED SCHOOLS.—There are two schools in the county having two departments, and one having three; there are also several schools in which assistant teachers are employed, and some of the higher branches are taught. None are but partially graded; but a more thorough gradation will doubtless be made, as soon as the number of pupils and other circumstances will justify the organization of additional departments. Unless some system of township gradation can be adopted, this is about all that can be accomplished towards securing a gradation of schools in this county, except by the union of country districts for high school purposes; and with the present state of public sentiment this seems to be impracticable. (1.)

TEACHERS.—I have examined, during the past year, one hundred and fifty-eight applicants for certificates. There are now in force, in the county, ninety-three third grade certificates, nine second grade, and five *first grade*. A very encouraging degree of improvement is observable

in the qualifications of the teachers engaged in our schools during the past year. The present method of examination has not only sifted out nearly all of the more incompetent, but has also aroused a laudable spirit of emulation among those receiving certificates, that has prompted them to improve their qualifications by all available means. Many have availed themselves of the opportunities for improvement afforded by the Normal classes, organized in connection with the high schools, in Rochester and Racine; about twenty-five teachers were in attendance at the former school, during the fall term; quite a number have also attended various other schools, while many have resorted to private study.

The institutes that have been held, have been well attended, and have contributed much towards awakening an interest, and securing positive improvement, especially in methods of instruction and discipline. At the last session of the institute, there was an attendance of nearly as many teachers as there are schools in the county. The success of many of our teachers may be inferred from the fact that about twenty have been engaged in the same school for two or more terms. There is everywhere discernible, among teachers, an increased energy, activity, and interest in their work; and with very few exceptions, those employed in our schools during the last year, have possessed, not only fair literary attainments, but a better knowledge of the theory and practice of teaching, and of the difference between *teaching* and "*keeping*" school; they have manifested a *truer* and *higher* conception of the real character of their work, and have labored more earnestly to do their whole duty.

PUPILS.—The evils of *absenteeism* and *irregularity of attendance*, have been greater than they would have been had not the war occasioned an unusual demand for the services of children at home. Irregularity of attendance is one of the greatest obstacles that retards the progress of pupils and detracts from the efficiency of our schools; but it has received increased attention from both teachers and parents, and the teachers' monthly reports indicate a decided improvement in this respect.

In the majority of our schools the methods of instruction are thorough; teachers have labored diligently for the advancement of their pupils, and substantial progress has been made; but in some instances the advancement of pupils in their studies has failed to meet the expectations of those interested, chiefly because parents have been so neglectful or ignorant of their duty to the school and to their children, as to tolerate their absence from school for trivial and insufficient reasons. (2.) The frequent change in teachers has also had a tendency to interrupt the progress of pupils in their studies, but, in many districts, school is now maintained from eight to ten months in the year, and teachers employed by the year, instead of for a single term.

The deportment of pupils is generally very good, in the school room, and during school hours; but too often teachers seem to consider that their responsibility for the conduct of their pupils extends no farther; they appear to be satisfied if they succeed in promoting the *mental* improvement of their pupils, without regarding themselves as in any way accountable for the proper development and cultivation of their *moral* faculties; they do not consider that the *true* object of education is the development and culture, not only of the intellectual, but of the *physical*, *social*, and *moral* powers of the pupil.

PATRONS.—Our schools do not receive the encouragement that they should from the presence of patrons and district officers in the school room; the latter are particularly remiss in the discharge of this important duty, considering that besides their interest in the school as patrons, they have the additional incentive of responsibility to the law; still, I am inclined to attribute this lack of visitation to carelessness, and ignorance of its importance, rather than to a real want of interest in the welfare of the school. The monthly reports of teachers show that there has been a constant increase of visitation during the last year, which I trust will be continued in the future. The most marked and significant change for the better, is observable in the general adoption of a more liberal and enlightened policy in the employment of teachers: I am no longer annoyed by petitions from district officers, requesting me to grant limited certificates to unqualified teachers; on the contrary, there is now a general desire to obtain teachers of superior qualifications, and a disposition to allow them a more liberal compensation for their services: the almost universal demand, this fall, has been for *good* teachers, rather than for *cheap* ones.

C. W. LEVENS, *County Superintendent.*

NOTES.—1. The Law of 1858 has now been in force for 5 years, and I have yet to learn of a single instance in which it has been practically applied to the union of School Districts for High School purposes. Public sentiment either does not yet approve the principle, or finds the difficulties in the way of its execution too great to be easily met. I think the latter is the real reason. There is too much machinery to be put in operation, and machinery of difficult management. The Township system, uniformly adopted throughout the State, would enable each Town to establish a High School as soon as its population would warrant it, and thus make the Schools of the sub-districts subordinate and parts of a system, instead of independent as at present. This subject is more fully discussed elsewhere.

2. Many parents fail to realize that absence from School, for trivial reasons, works great injury to the child. The amount of book-knowledge lost is comparatively the least evil attending it. The impression created in the mind of the child, that the School is of little value, and the habit of neglecting business, upon slightest pretexts, will prove fatal to the prosperity of the child when grown to manhood.

RACINE CITY.

Yours of September 7th is before me, and I answer briefly:

1. No new houses have been built, or improvements made beyond ordinary repairs. Seven hundred dollars is expended upon the library, in repairs, and purchase of new books.

2. Our schools are, strictly speaking, branches of one school.

There are in high school building, second ward,.....	6	Departments.
In first ward,.....	3	do
third ward,.....	3	do
fourth and fifth wards, two each,.....	4	do

Total,.....16

3. Teachers examined,.....	28
do approved, 1st class,.....	2
do do 3d do	22—24
do employed in same school as last year,.....	11
do do in city last year,.....	14

4. Per cent. of attendance,..... 93.1-10

This is the average of all grades, and includes the actual attendance

without reference to excuses. General deportment last year, good. So far this year, excellent—could not expect better.

Progress made in study is fair, but schools do not yet work harmoniously together, that is, different schools of nominally the same grade are not working in the same manner.

5. Patrons exhibit some interest by visitation, but not as much as in former years. They are generally ready to cooperate when *properly approached*. Rarey says "If you seize a horse violently by the nose, he will quite likely try to pull away from you."

I cannot send you copies of my examination questions, as I had none printed for either teachers or scholars, but wrote them upon the black-board for them to copy. I find it answers well, and there is no possible opportunity of learning before hand what the questions may be.

S. H. PEABODY, *City Superintendent.*

RICHLAND COUNTY.

Nothing of general interest has occurred in connection with the working of the school system in this county during the past year. There has been a steady advance in the right direction, I am confident, although it has necessarily been less apparent than during the preceding year, when the new system first went into operation. The chief advantage has been in securing higher qualifications on the part of teachers—and it is here that progress is most promising, as highly qualified teachers will necessarily exert a healthful and permanent influence in the various districts which become the scenes of their labors. Through active, energetic, and high-toned teachers the parents will be reached in time, and a permanent interest in the schools established.

The character of our school houses has undergone no change for the better, but has been rather growing worse. Two or three houses have been erected, but no special improvement in style or convenience can be noted. The furniture in a majority of the houses remains uncomfortable and unsightly. The fear of taxation, together with prospective changes in the boundaries of districts, prevents any move in the direction of improvement, and perhaps a want of real interest contributes towards the same result. Some changes, however, are in contemplation, and another year will doubtless record advancement. But two or three districts are supplied with maps and charts, and only one with apparatus.

There are two Graded Schools in the county—one having two departments, and the other three. "The Graded School system" has but slight hold upon the confidence of the people. The general disposition evidently is to divide the towns into small districts, for the sake of convenience—the advantages of large districts and graded schools being unfortunately overlooked. In some towns, however, the configuration of the country is such, that these small sub divisions appear to be unavoidable. (1.)

The whole number of applicants for certificates during the year is one hundred and fifty-five:—about one hundred and ten third grade certificates were granted, including those limited as to time and district, also seven of the second grade, and one of the first. An increasing interest is taken in the art of teaching, and every opportunity for preparation is improved.

The average qualifications are decidedly higher than during the preceding year. Some who succeeded at the first examination, failed at a subsequent one, and were in consequence compelled to desist from teaching, or apply themselves to study. (2.)

The general average of attendance for the winter term was about seventy per cent., and that of the summer term about sixty per cent. The large number of small children in attendance upon the latter term will in part account for the difference, although the necessity of withdrawing scholars from the schools to assist in the fields during harvest, is doubtless the main reason. In some districts the deportment of pupils showed marked improvement, whilst in a few the opposite result was noted, owing, however, to some failure on the part of teachers. The "progress in study" has been respectable—much interfered with, however, by irregular attendance and great scarcity of suitable text books.

In a few instances, parents have shown commendable interest by visiting the schools, and thereby encouraging teacher and pupils. Some teachers have taken special pains to urge this duty upon patrons, with partial success. I think that there has been a slight advance in this particular, on the previous year. There is a *general* interest manifested in the schools, but, unfortunately, it is *too* general—rarely extending beyond the furnishing of a meager sum for the payment of teachers' wages, or "the vigorous prosecution" of any difficulty which may exist in the district.

The law, in my opinion, should be amended in reference to the holding of Institutes, so that teachers may be compelled to attend, or the Superintendent left to his own discretion as to the propriety of holding them at all. Some, who properly appreciate their importance, will attend under any circumstances, whilst those who most need such advantages are least disposed to avail themselves of them, if attended with expense or personal inconvenience—at least attendance upon the services of the Annual Institute should be indicated in the certificate, and should raise the grade a certain per cent. Our Institute, held during the last week in September, was pretty well attended, and an active part was taken in the exercises by many of the teachers.

I have endeavored to present a fair statement as to the condition of the educational interests in this county. I am not sure, however, that I have succeeded. It would be impossible, in so short a space as is allotted to this report, to present a more particular (and so, far more correct) statement.

Although as much as was anticipated may not have been reached, all reasonable persons must be satisfied that a marked change for the better was inaugurated with the introduction of the present system.

J. H. MATHERS, *County Superintendent.*

NOTES.—1. All small districts are necessarily weak districts. The policy which persists in ensmalling districts to suit the size of the house already built is *expensive* or *suicidal*. I might perhaps say both expensive and suicidal. If schools be continued as long as they should be, either larger taxes must be paid or poor teachers employed. If the taxes be not increased the length of school must be diminished to suit the wages of a good Teacher or a "cheap Teacher," (who often proves a *dear* one,) will be employed. It is strange that so many counties of the State have yet to learn *the important lesson*, that as population and wealth increase, their schools may be

greatly improved, without increased expense to the individual. Some districts may be too large, others may be illshaped, but the fault generally lies in another direction. Personal matters should never be allowed to interfere with the interests of schools.

2. There are cases in which the persons holding certificates will rest upon them and make no progress. Such should be left behind in subsequent examinations.

ROCK COUNTY.

There are in this Superintendent District one hundred and seventy-seven school houses, two having been erected during the year, one at Clinton Junction, of three apartments, tasty and commodious, scarcely excelled in the State in fitness and convenience; the other in a newly formed district,—towns of Fulton and Milton,—a very comfortable house reflecting much credit upon the inhabitants of the district. The school house at Evansville has been enlarged, reseated, &c., and adapted to two separate departments of a graded school.

A better style of architecture prevails in the newly built school houses. The age of high desks, long benches, and stair-wayed platform has passed in this county. Our school houses are generally good; here and there one still remains, a testimonial of carelessness, and gross neglect.

There were employed—until the removal of Beloit from the Superintendent District, in April last—one hundred and ninety-eight teachers; in Beloit sixteen, in the villages of Clinton, Shopiere, Edgerton, Footville, and Evansville, each two, the above named villages each having a graded school of two departments. During the year I have made two hundred and seventy-three visits to schools, having visited all but four districts, at least once, and many of them twice, and found them, with few exceptions, doing well. Parents and teachers have taken an interest in the management and success of the schools. Teachers have quite generally made teaching a *study*. There has been a laudable ambition to do well, and the results are apparent in the neatness, quietness, order, and enthusiasm, so generally manifest in the school room. The sentiment prevails, that the teacher who does not inspire his pupils with a love of study is out of his legitimate calling. (1). •

About two-thirds of the winter schools were taught by females, with a result fully equal to that reached by the “sterner sex,” and a large number were re-employed in the same districts for the summer term.

The plan of monthly reports to the Superintendent has, I believe, worked well, acting as a stimulus to both teacher and pupil, it being impressed upon the mind of the pupil that absence, tardiness, &c., were to be marked and reported monthly. The teacher also has been careful that the report be as creditable to himself as possible. Marking tardiness has materially diminished that evil, and whispering has been almost entirely stopped in most of the schools.

Below is a summary of reports from schools, reported for the first month of the winter term of 1862—3. A portion of the schools did not report. The city of Beloit is not included:

Average No. of scholars,.....	36
Per cent. of scholars between 4 & 6 years of age,.....	7
.....do.....do.....do..... 6 & 12.....do.....	48
.....do.....do.....do.....12 & 16.....do.....	32
.....do.....do.....do.....16 & 20.....do.....	11
.....do.....attendance,.....	75½

Average No. of different scholars absent at least once,.....	17
.....do.....cases of tardiness,.....	43
.....do.....do.....whispering,.....	51
.....do.....do.....corporeal punishment,.....	1
Per cent. of schools visited by district officers,.....	58
.....do.....do.....do.....patrons,	68
.....do.....do.....do.....teachers,	51
Average No. classes per school,.....	20
.....do.....do.....in alphabet,.....	3-5
.....do.....do.....in spelling,.....	3
.....do.....do.....in reading,.....	5
.....do.....do.....in writing,.....	1
.....do.....do.....in mental arithmetic,.....	2
.....do.....do.....in written arithmetic,.....	2
.....do.....do.....in English grammar,.....	1
.....do.....do.....in geography,.....	2
Average No. scholars in classes in alphabet,.....	2
.....do.....do.....do.....in spelling,.....	10
.....do.....do.....do.....in reading,.....	6
.....do.....do.....do.....in writing,.....	12
.....do.....do.....do.....in mental arithmetic,.....	6
.....do.....do.....do.....in written arithmetic,.....	5
.....do.....do.....do.....in English grammar,.....	4
.....do.....do.....do.....in geography,.....	1
Average kinds of spellers per school,.....	1
.....do.....do.....readers.....do.....	1 6-7
.....do.....do.....arithmetics,do.....	2 1-5
.....do.....do.....grammars,do.....	1
.....do.....do.....geography,do.....	1
Average No. of scholars in algebra,.....	1

From these approximate results may be judged somewhat the extent of classification, uniformity of text books, &c. The greatest hindrance to the prosperity of the schools has been irregularity of attendance. This alone has rendered some schools almost worthless. Parents, in some districts, keep children frequently at home on trivial excuses, thus doing irreparable injury, not only to their own children, but to their class-mates and the whole school.

The law in regard to examination of teachers, and graded certificates, I think, cannot easily be bettered. Much is due the originators of a law so perfectly adapted to the accomplishment of good results. Teachers are aroused to activity and zeal, become earnest, strive for a higher grade of scholarship, and certificate, and studying more, they fall more in love with books, and teach with more enthusiasm. (2).

I have observed that these teachers who attended the first examination under the new system, have nearly all—and many have attended every examination since—made marked improvement in scholarship, gaining a higher standing at each successive examination.

During the winter, evening meetings were held in many districts, in which the improvement of the common school was freely discussed.

Parents have been somewhat at fault in not visiting more frequently the schools. Good teachers and scholars are gladdened by the presence of parents and friends in the school room.

The School District Boards have, in part of the districts, faithfully visited the schools of their respective districts, but in this matter there needs "line upon line."

I have examined since August 31st, 1862 :

Fall examinations.....	212
Given certificates to.....	148
Spring examinations.....	218
Given certificates to.....	169
Certificates of the Second Grade during year.....	14
.....do..... First Grade.....do.....	5

The schools of the county are steadily improving in interest, order, and methods of teaching and study. The intense interest of the people in the war, has diverted somewhat their attention from the public schools, but rarely has a term been shortened, or the necessary means curtailed. The attendance during the year has been less than heretofore, a result due largely to the enlistment of so many of the larger class of scholars, and the consequent need of the services of others at home.

The enlistment of so many teachers and scholars in the grand army of the United States, speaks loudly in favor of common schools as a means of preserving law, order, and the *Republic*.

J. I. FOOT, *County Superintendent*.

NOTES.—1. No truth is more evident than this. The Teacher should set the example of hard study before his pupils. He should show in every recitation that he has studied his lesson. Precept and example combined will inspire most pupils with a love of study. Cultivation of the habit of patient investigation should be one aim of the Teacher's work. Without this habit the pupil leaves his studies when he leaves school, with it he remains a student for life.

2. The enthusiasm of the Teacher depends upon the activity of his own mind. This activity is stimulated by study. A Teacher coming fresh from his intercourse with the author he is to teach, cannot fail to be enthusiastic in his work.

JANESVILLE CITY.

In answer to your circular I would submit the following :

We have graded schools throughout the city. The city is divided into four wards, the schools of which have intermediate and primary departments, as follows :

1st ward	one	intermediate	and	three	primary.
2d	"	"	"	one	"
3d	"	"	"	two	"
4th	"	"	"	one	"

In connection with the High School, we have two Grammar Schools.

Average qualification of teachers about same as last year.

Twenty four teachers are employed now in the city, nineteen of whom were in the schools last year.

Average of attendance past year not far from 975 pupils.

Per centage of attendance for all departments, ninety-four.

General deportment of pupils has been very good, and in High School first rate. There has been but one case of corporeal punishment in the High School during the past year.

The patrons of the schools have manifested a commendable disposition to sustain teachers and schools generally. The co-operation has, however, been of a passive rather than of an active character.

We have employed female teachers for all positions, except the posi-

tion of Principal of the High School, and we think the experiment a success so far.

The Principal of the High School is special Superintendent of all the schools, and is required to visit them frequently, and to labor for their general good.

The school fund is entirely out of debt, and we are on a cash basis.

I would suggest the importance of some system of examination of teachers and pupils which will test their mental power, instead of summing up the number of problems committed to memory. With us, pupils are not sufficiently trained to independent thinking. How shall we, in an examination, ascertain the teachers' ability to secure this result?

Apparatus we have none.

Of Outline Maps we have but one set in the schools, and the reason is, our school fund has not been sufficient therefor.

We use Willson's Charts and Manual in the primary and intermediate schools with good results. Thus far, we think their use has awakened an increased interest in the minds of the pupils.

Miss A. H. Pearson has introduced, with much success, a system of map-drawing similar to that delineated by a class from Racine at our last State Association, possessing, I think, some valuable additional features.

Some of the items asked for in your circular, I cannot furnish for want of the requisite data.

Highest valuation of school building, thirty-eight thousand dollars.

Lowest valuation, three hundred dollars.

H. N. COMSTOCK, *Clerk Board Education.*

ST. CROIX COUNTY.

Four school houses have been built in this county during the past year. One school house, of small value, has been destroyed by fire. The joint district embracing the village of New Richmond has nearly completed an excellent, large, well-built, and commodious two-story school house for a graded school. The entrance is in the middle of the end which faces the street. On the right of the hall is a large dressing-room for girls, entrance door in the hall, with a door opening into the school room. On the left is a similar room for boys. The rooms above are arranged in the same manner, and are convenient for class rooms, library, apparatus, &c. The upper hall is large and well lighted. The walls are high, seats of the most approved style, facing the door, and will accommodate one hundred and sixty pupils. The building is surmounted with a cupola, intended for a bell. The cost of this house is one thousand nine hundred dollars (1.) A district in the town of Hammond has completed a school house costing nearly one thousand dollars. The school houses in this county, on an average, surpass those of New England or New York. About one-fifth of the permanent school structures in this county may be valued at one thousand dollars and over; yet they are faulty in arrangement, location, and ventilation.

Only one district in the county has been supplied with a Globe and Outline Maps the past year. No school in the county is supplied with any Apparatus.

There are two graded schools in this county, one with two departments, and one with four.

During the past year sixty certificates of the third grade have been granted, six of the second, and one of the first. There have been issued in all, nine of the first grade. Nine applicants have been rejected during the year—three of whom have been previously licensed. Most of the teachers in this county are studious, industrious, and take higher positions at each examination. Their average qualification is much better than that of the previous year. Great improvement is exhibited, not only in the general management and government of our schools, but in improved methods of teaching. The class of teachers which attended the Institute this fall, was much larger than that of last year.

The general average of punctual attendance, general deportment, and progress made in studies, has been somewhat higher than during the year previous. Though there is increased public interest in the cause of common school education, it is a matter of regret that parents and guardians, and even school boards, are so seldom seen in the school room.

A Normal Class, consisting of twenty, members, has been organized, in connection with the highest department of the Hudson City Schools, under the able and successful management of Miss Charlotte M. Mann, who has had charge of the school for three years. The pupils of this school gave a public exhibition during the fall vacation; with the net proceeds they purchased Appleton's Cyclopaedia and Bancroft's History of the United States, constituting a nucleus for a consulting library. (2.)

There seems to be an inconsistency in the law with regard to certificates. A school board cannot contract with a teacher until he holds a certificate, and a Superintendent may not grant a certificate unless he knows in which town the applicant is to teach. (3.)

In law, a *term* certificate is not known; but the interests of the schools seem to demand that teachers of the third grade who do not stand high, should be stimulated to study and duty by an examination both spring and fall, and if they do not progress, they should be denied certificates. This has been the case in this county, as the standard of examination has been raised at each examination.

As a town may contain schools of different grades of advancement, and great injustice be done districts under the town certificate system, it appears desirable that the Superintendent should acquaint himself with the advancement of the scholars in each district, making a record of the same for future reference, and make third grade certificates in all cases district certificates. In this manner every district would be furnished with a teacher competent to teach *all* the scholars in the district. (4.)

I. N. VAN SLYKE, *County Superintendent*.

NOTES.—1. I have given in full this description of a School House, because it may serve a good purpose to any persons about building. I should advise placing the desks in reverse order, so that pupils may sit with their backs to the door.

2. This is an example worthy of imitation. School exhibitions are of frequent occurrence. They may always be made productive of good if the means and end be both worthy. No time should be taken from other school duties for preparation. During the year exercises will be had in Declamation and Composition-Writing. The best efforts of the pupils at their regular exercises may fill a programme for a public exhibition. The funds raised by such an entertainment may be properly applied to

the purchase of Charts, Globes, Maps, Library Books, Apparatus, Musical Instruments, Pictures or Statuary for the adornment of the school room and the cultivation of the finer feelings of the pupils.

3. This difficulty may be remedied by the Superintendent granting the applicant a statement of standing, and a certificate of the fact that he is entitled to a Certificate. When the town is determined upon, the Certificate may be filled upon receipt of Preliminary Certificate, and forwarded to the Teacher. Most Teachers have some idea of the town in which they are to teach. Schools are often engaged upon condition that a Certificate be obtained.

4. Dr. Van Slyke has thus acquainted himself with the wants of every school, and I think I may say with the condition of every class in the schools. The second visit paid to the schools may thus be made more beneficial. It requires but little time to make such a record.

SAUK COUNTY.

The first public school of this county was taught during the winter of 1841 and '42, (by R. H. Davis,) some nine or ten years after the famous Chief Black Hawk, who was wont to roam and tread this soil, received and accepted an invitation to visit Washington and several other important cities. Where was then but the one school, we now have about 170, five of which employ each two teachers, scholars graded; and one, three in summer and five in winter, graded or union; and five seminaries, high schools or academies, where teachers have been, and are being qualified to supply these schools. Oh that I could speak as highly and send as cheering news in regard to the improvements and present condition of school houses and school furniture in the county, as I can of the teachers of the schools! But, as I am in the habit of seeing "jewels" and "diamonds" only where they really exist, I can not speak in very flattering terms, under this head of my report, as there have been but one or two school houses built during the year, in the county, and not a great amount of school furniture, of any kind, procured, except some small black-boards. They have, however, a valuable terrestrial globe at Sauk City, and another in Merrimack, and a few small ones in other localities; a good set of outline maps in joint school district No. 3, of Lavallo and Ironston, and some smaller ones in other districts. Though we have, in most parts of the county, what are usually termed *good school houses*, in some others they are *very poor*. Permit me here to refer to one that is, or was, so open, the floor in particular, as to cause, last winter, the death of the teacher, and a severe sickness of her immediate successor. If as great an injury had been sustained by a *team*, in consequence of the insufficiency of some old *bridge*, as was sustained, by this last teacher's *sickness*, in consequence of the insufficiency of this open *fabric* of a school house, the authorities would have had the damages to foot, but, as it was only a teacher, no one was responsible. An open school house is bad, but perhaps, even this is not the worst feature of a poor one; great improvements may be made, even upon our best ones, when all appreciate the difference between a *close, tight*, school house, with a black-board three feet by four or five, and one that is well ventilated, and has all the black-board surface that is needed. To be well ventilated, it must be so constructed that the lower stratum of the atmosphere that contains the carbonic acid gas generated by respiration, may be drawn out of the room in preference to any other portion. The teacher in a poorly ventilated room,

can but become nervous and irritable, as the result of breathing carbonic acid gas; hence a bad influence will be exerted directly upon those under his charge, in addition to the uneasy, lawless habits which they will imbibe as the result of breathing this same vitiated atmosphere. The teacher in the improved school room, enjoying health and a well balanced mind, as the result of having the blood that courses through his veins properly oxygenized, and, besides this, surrounded with everything conducive to physical, mental, and moral health, has, comparatively speaking, only to direct the ever accumulating nervous energy of little ones, that the grand results for which schools were instituted, may be accomplished. (1.)

The following is the result of the examinations for the year :

The number presenting themselves at the regular examinations as candidates,...	264
The number of certificates granted:	
Third grade,.....	174
Second grade,.....	5
First grade,.....	6
Number good till next spring:	
Third grade,.....	105
Second grade,.....	1
First grade, with those issued last year,.....	10

To supply a deficiency, when the examination seasons were over, I have given some six or eight district certificates, to those who came nearest to the minimum number, and about as many more to those who came in from other counties after the examinations, or were *sick* during the examinations.

At the last examination season, I found that the teachers had made quite an advance, both as to quality and quantity of attainments, over that of any previous one, as I gave more difficult questions, and raised the standard for third grade to 60 per cent., while the per cent. of failures was no greater than heretofore. Teachers, as well as the rest of mankind, are stimulated by motives, and since the adoption of our present school system, they have faith to believe that if they prove themselves good tacticians and disciplinarians, and spend time and money, to get a certificate,—by the way, this “to get a certificate” has come to mean something,—there is a certainty of their being able to obtain some kind of a school, in an open field, where they may compete for the best future positions in the county, without hazarding the risk of being entirely thrown out of employ as a teacher, by having some one who has neither energy or ability to get a living at anything else, take the school from him because he will *stay* in the school house and there make an external application of the Tree of Knowledge for less wages. (2.) As means of improvement, the teachers are attending the high schools, the institutes, the county associations, and several town associations, which have been organized in the county, and we hope several others will be the coming winter.

J. W. MORLEY, *County Superintendent.*

NOTES.—1. I trust that few school houses can be found in the State that deserve the condemnation so justly bestowed upon the one specially referred to. The remarks of the county superintendent with reference to poorly ventilated houses, might be as powerfully enforced, if he would take pains to ascertain the number of lives sacrificed to impure air in close and unventilated school rooms. I question

whether some school house of beautiful exterior and elegant finish may not prove more fatal to pupils, as well as to teachers, than the one with open floor and sides. Far too little thought is bestowed upon this all important matter of ventilation, and I rejoice that some zealous workers are giving it the attention its importance demands.

2. The happiest results flow from the grading of certificates, and all that was claimed for the system seems more than realized.

SHAWANAW COUNTY.

(NO REPORT.)

SHEBOYGAN COUNTY.

There have been built, in this county, during the past year, three new school houses.

There is but one graded school—(three departments)—in this county, outside of the city of Sheboygan.

A comparison of the standing of all persons examined, both in October 1862, and October 1863, shows a marked improvement during the year—at the latter examination there being an excess of correct answers of more than 32 per cent. over the former. The grade of the questions used was about the same at both examinations.

At the examinations this fall, eighty-six persons were examined, and fifty-three third grade certificates granted.

Our schools have been better managed and better taught the past term than any previous term since my connection with them. Our teachers are evidently advancing in their profession.

A. W. WHITCOM, *County Superintendent.*

NOTE.—Mr. Whitcom has condensed his report more than I could have wished. There are many interesting facts connected with Mr. W.'s work that would be of value. The salary was too small for the work required, and as I have heard "the people did not elect a horse to accompany their Superintendent," he has been compelled to travel much on foot.

Sheboygan County furnishes some very good School Houses.

CITY OF SHEBOYGAN.

We have a graded school of six departments, with ten teachers, besides a German department, which takes its members from all the other departments. We have one ward school taught by a gentleman. All these are under the entire control of the Principal, who thereby becomes, to all intents and purposes, the School Superintendent of the city. Eight of the teachers are residents in the county, and five of them have received more or less instruction in this school. The teachers are generally well and promptly paid.

We enumerate about one thousand five hundred children in the city, and get an attendance at the public schools of about seven hundred and fifty, and at the three private schools about four hundred and fifty.

We are troubled here, as I suppose they are everywhere else, with irregular attendance. I am satisfied that this matter can be somewhat remedied by the teachers' applying directly and personally to the parent for cooperation. Few parents will fail to give the matter at least a portion of the attention it deserves.

We have a fine school house for the graded school, and are building a new house for the ward school.

Although but little is directly done by the people to encourage the teachers, yet, the uniformity with which they grant our requests, vote our supplies, and furnish their children with books, indicate, more than words, the estimate which they place upon education.

We sadly feel the lack of enthusiasm which would be imparted to the school, if parents would more frequently visit them and become personally acquainted with their every-day workings.

It is interesting to notice how large has been the increase in the attendance of those from the county, who desire to become teachers. The county superintendency is teaching teachers that they need for a while yet to go to school. So let it be; the more cleanly the wheat is sifted the better will be the flour.

If this hasty and imperfect sketch can be of any use to you, I am glad to send it, even at this late day.

L. D. GAYLORD, *Principal High School.*

TREMPEALEAU COUNTY.

In compliance with your request, I send you a brief statement, covering the points upon which you solicit information in your circular of September 7th, 1863.

1st. **SCHOOL HOUSES.**—There have been three substantial, and quite convenient frame school houses completed within the last twelve months, varying in cost from three hundred and fifty, to five hundred dollars. In addition to these, four temporary structures were erected in new districts during the last spring, with no black-boards, and no conveniences for school purposes. These are now standing in an unfinished state, unfit for use this winter. Two of these will make, when completed, respectable, but small school houses; the other two will, I trust, soon give place to better structures. (1).

In three districts the school houses have been furnished, and remodeled so as to make them more convenient.

We have four districts that have Mitchel's Outline Maps. These are the only aids, as yet, furnished in any of our school houses, to help teachers to illustrate or teach any of the branches required to be taught in our schools.

At the adjourned annual meeting of school district No. 1, of Trempealeau, the sum of forty-five dollars was voted to be expended in the purchase of Pelton's outline maps, charts of the elementary sounds, and a globe. For this we are indebted to the remarks of Mr. Craig, Assistant State Superintendent, at our Institute.

2. We have but one graded school in the county. The building is arranged for three departments. For four months, school is maintained in the three departments. For the remaining six months, the primary is given up; hence the school is not deriving such benefit from its gradation as it ought. The intermediate and higher departments are partially disorganized, by the discontinuance of the primary department, for more than half of the year. It would be better for the district to have only

nine months school, with the three departments, than to have ten, with the primary closed for six months, a change which I trust will be made ere long. There is one other district in the county, containing over ninety scholars, which ought to be graded, but no movement, as yet, has been made in that direction.

3. Seventy-eight teachers have been examined in this county since the establishment of the county superintendency.

For first grade certificates.....	1
..do..second.....do.....	12
..do..third.....do.....	65

Of the eight examined for second grade certificates in the spring of 1862, the average standing was nine and one-fourth; four of these eight have not been engaged in teaching in this county. Of the four examined since the first examination, the average standing is nine and one eighth.

Twenty-three teachers were examined by my predecessor for a third grade certificate, at the spring examination of 1862; the average standing of these twenty-three was seven and twelve twenty-thirds.

Fourteen teachers were examined at the fall examination of 1862, for a third grade certificate; their average standing was eight and six forty-ninths.

Twenty-eight teachers were examined at the spring examination of 1863; to twenty-one of them certificates were granted for one year; their average standing was seven and ten one hundred and forty-sevenths. To seven of the twenty-eight, on account of their limited attainments, inexperience and youth, certificates were granted for the summer only, with the express understanding that certificates would not be granted to them again, until they had more thoroughly qualified themselves for their work. The average standing of these seven was five and twenty-three forty-ninths.

These figures show that the teachers for our last winter's schools were more thoroughly prepared for their work than those examined at the spring examinations for our summer schools. They also show that the teachers at the spring examination of 1863, did not reach quite so high a standard as at the examination of 1862. This may have resulted from the fact that the examination was conducted by different persons. In looking at the standing of those that were examined at both examinations, I find that all, with but one exception, stand higher at their second examination than at their first.

I think there is an increased desire on the part of many of our teachers to become better qualified for their work. Nearly half of them are taking the *Journal of Education*. Many have bought Orcutt's Hints, and some have added other educational works to their libraries; and yet there is a good deal of apathy among some of our teachers, who I trust, will ere long be brought to feel a deeper interest in their profession, or they will be suffered to find employment in less responsible positions.

There are six teachers in the county who are continued this winter in the school they taught the past summer. In this respect we have advanced considerably. There were only two teachers engaged in teaching this summer in the schools they taught last winter. The people seem to feel and see the necessity of continuing teachers for more than one term.

4. The attendance of pupils has been, in most of our schools, very irregular. Their progress in study has been very fair considering the irregularity of their attendance. General deportment is good so far as I have observed.

5. I think I have observed, during the past year, a growing interest among the people generally, of this county, with reference to their schools. They seem to feel the necessity of them. They desire to secure the services of competent and efficient teachers. They have kept their children generally well supplied with books. There are some dishonorable exceptions to this however. We have but few schools that have not been visited by the District Boards, and also by many of the patrons. The people of this county, with few exceptions, regard the County Superintendency with favor.

One word more with reference to the law requiring County Superintendents to hold Institutes. I think the law is deficient in not making farther and adequate provision for them, and especially in not making the attendance of teachers upon them compulsory.

D. W. GILFILLAN, *County Superintendent.*

NOTE.—1. It is wonderful with what tenacity the people cling to the old School House, even though it was erected as a temporary expedient. From this, I would urge upon all the propriety of erecting no shanties to serve a temporary purpose, but to strike for a good school house at the outset, and be sure and build it large enough for the wants of the district for some years to come. It costs far less to add a few feet to the size of a house which is in process of erection, than to add the same after the house has been once completed. It is good economy to commence at once with a good and sizable house.

VERNON COUNTY.

On the 6th of July, I commenced the work of visiting the schools of Vernon county. I had not time to visit all the districts, but made it a point to go into all the towns, distributing the School Code, and especially looking after the small districts. I did not see everything to commend, but was not forward to censure, as it has a chilling influence upon the mind, and has a discouraging effect upon the cause. I found the people more interested in Common School matters than I expected; but petty jealousy and local strife, in some neighborhoods, are a great obstacle in the path of improvement. (1.) Old districts are not trying to build better houses during these war times. Newly organized districts are building as good school houses as they think they can afford. We hope in future to be able to report greater improvement in the matter of school furniture, apparatus, &c., than we can this year. Viroqua has one school with two departments. This is all we can report under this head. At our examinations 65 actual and prospective teachers presented themselves. Fifty-seven received certificates, some of which were only a license. None applied for a second or first grade certificate. But few teach in the same district more than one term—none but the very best. There are, in many districts, a few young plug-uglies and roughs, that come to school just enough to make the teacher nearly all the trouble experienced; if they were to come more regularly they would like the school better. Cannot the legislature remedy this evil by some compulsory law? Parents and

guardians do not visit the schools as they ought; but we are intending this winter to arouse the minds of the people upon this subject. Would it not be better to have second and first grade certificates given to such as excel in the branches taught in the Common Schools, rather than to those that give undue attention to branches not required by law to be taught in district schools. There is an inclination to study the higher branches for the name of it, which we should be careful not to encourage.

HARTWELL ALLEN, *County Superintendent.*

NOTE.—1. In a certain eastern town lived two brothers. They inherited a double house and occupied it. Fierce personal quarrels arose. Between the walks leading from their front doors to the street a very high and tight board fence was built, so that the members of the two families might not see each other as they passed through their front yards. The children very soon made holes through the fence, that they might whisper to each other words of affection. They did not share in the animosity of their parents naturally, yet steady training in one direction handed down the quarrel, from generation to generation, that should have ceased where it began, with the parties immediately interested. Almost everywhere we find children forced into sympathy with their parents in personal and petty quarrels with neighbors. How strange that the interests of children, the men and women of the future, should be foolishly sacrificed, to gratify pique or passion of parents. Tis no less strange than true. If men will quarrel they should see the folly of dragging their children into their private difficulties.

WALWORTH COUNTY.

In compliance with your circular bearing date of Sept. 7th, I have the honor to submit the following supplementary report:

The public school edifices of this county consist of four log, one hundred and ten frame, eleven brick, and seven stone school houses.

During the year three new, neat, and commodious structures have been built, to take the place of as many poor, miserable, frame buildings.

There is manifestly a disposition on the part of many districts to give more attention to school architecture, and especially to the furnishing of the school rooms with maps, globes, etc. A number of districts have already voted money to buy outline maps and globes.

Quite a number of districts are repairing their school houses this fall, so that they will be more comfortable and attractive than last year, and I look for a general improvement in those schools.

There are at the present time eight Graded Schools in this county, viz:

Whitewater Village, consisting of.....	6 Departments or Rooms
Delavan.....do.....do.....do.....do.....	4.....do.....do.....do.....do.....
Geneva.....do.....do.....do.....do.....	3.....do.....do.....do.....do.....
Elkhorn.....do.....do.....do.....do.....	4.....do.....do.....do.....do.....
East Troy.....do.....do.....do.....do.....	2.....do.....do.....do.....do.....
Darien.....do.....do.....do.....do.....	2.....do.....do.....do.....do.....
Sharon.....do.....do.....do.....do.....	2.....do.....do.....do.....do.....
Genoa.....do.....do.....do.....do.....	2.....do.....do.....do.....do.....

These schools are all ably conducted by experienced teachers, and are doing a good work for the youth of our villages.

I have examined during the year three hundred and twenty-one different individuals, and have granted four first Grade Certificates, nineteen second Grade, and two hundred and twenty-nine third Grade, and with a

Very few exceptions the individuals have taught one term or more in the county.

There is a marked improvement in the average qualifications of the teachers of this county, as compared with the previous year, especially in **Mental Arithmetic and Orthography.**

There have been twenty-three teachers employed in the same schools this year as last, and invariably these schools have made the best progress of any in the county.

The teachers employed in our schools, with few exceptions, are earnest in their labors, and well qualified for the duties of their vocation.

The new system of examination adopted, and the consequent withdrawal of those, who, without the shadow of qualification, had for so long usurped the privileges and positions of teachers, has been productive of much good to our schools—and the system of Teachers' Institutes, inaugurated by Mr. Barnard, and continued since, has been a very powerful agency in improving the usefulness of the schools of Walworth county.

These gatherings of the friends of education have afforded a healthful stimulus to all engaged in the work of education, quickened their zeal, aroused a spirit of emulation among them, awakened a proper sense of the importance and responsibilities of their office, and of the relations they bear to society.

I have found in my visits to the schools, that where the competent, earnest teacher is employed, the pupil's interest is excited, his attention aroused; he in turn, excites the same feeling in his parents, and thus the whole community becomes interested in the school.

Last year the average attendance of the pupils registered was about sixty-six and a half per cent., but I am gratified to be able to record that this year the attendance has been nearly seventy-eight per cent. of the pupils registered. It appears to me that this is an encouraging item for our schools, and has been brought about by the earnest and attentive work of the faithful teachers. Tardiness, the twin evil of irregular attendance, has been reduced during the past year in about the same ratio. There is, however, much yet to be done to eradicate these evils, and it will require the combined effort of teachers, parents, school officers and all interested in the welfare of our youth, to bring our schools up to a proper standard in these particulars. The general deportment and progress of the pupils have been commendable, in most of the schools. In a very few instances have pupils manifested a spirit of insubordination at times, but nothing serious has occurred. I have recommended in two instances, that, by the *mutual agreement* of the teacher and School Board, the school should be discontinued before the expiration of the term, which recommendations were carried into effect.

The schools of Walworth county have not been visited by the patrons of the school as they should be, yet in a few districts the patrons have evinced a commendable interest in their schools, and have frequently visited the schools.

The carelessness of parents in this particular, oftentimes becomes a positive hindrance to the schools, and exhibits their own inconsistency. If the farmer hires help, he overlooks all the labor himself, and sees the day's work done, the cows milked and fed, the horses watered, brushed,

and fed the specified amount of grain. With equal care the mechanic oversees his journeymen and apprentices, and the merchant his clerks, to see that they perform every department of business properly. But the teacher of their children they seldom or never look after. Term after term passes, and they never feel interest enough to encourage either their children or the teacher by their presence in the school room.

Parents and teachers come in immediate and successive contact with the children, and it is desirable that the influence of both should be alike, harmonizing and elevating. Almost as much depends upon the cordial co-operation of the parent, as upon the skillful management of the teacher. The best of teachers may fail of success in many instances, in consequence of parental ignorance, prejudice, or negligence. (1.)

Finally, in taking a retrospective glance over our educational interests here in Walworth county, one will find much to encourage him to press on in the good work, with renewed efforts to improve our public schools, "*the strongest pillars of a free government.*"

A. J. CHENEY, *County Superintendent.*

NOTE.—1. The fact that the teacher stands for the time being *in loco parentis*, makes the thoughts here presented of great weight. Both parent and teacher are working upon the same material, each endeavoring to give form and strength to the man that exists undeveloped in the child. Mutual agreement and unity of plan are absolutely essential to success. The ignorant and careless teacher may easily spoil the work of the parent; while the nicest work of a good teacher may be sadly marred by an ignorant or careless parent. The teacher should learn from the parent the physical condition, the mental characteristics, and the easily besetting sins of the child, that he may set about his work of training and correcting intelligently, that his course of discipline may be adapted to the condition and wants of the child. The parent may learn from the teacher the best method of improving health, developing or curbing mental peculiarities, and of conquering and eradicating faults. Frequent interchanges of thought will be mutually beneficial. These may be had in the school room or at the fire-side. The work is one work—why should not there be a unity of plans in its execution?

WASHINGTON COUNTY.

In compliance with your circular of Sept. 7th, 1863, I have the honor to submit the following brief report:

1. **SCHOOL HOUSES.**—Since the time the office of county superintendent of schools was created by the legislature, the number of school houses in this county has not increased, as no new school districts have been formed, but, as the annual reports show, the several school districts raised always, and especially this fall, so much money as to improve their school houses in regard to their external appearance as well as to furniture and apparatus. The report of the year 1862 shows sixty-eight log school houses, twenty-eight frame school houses, seven brick school houses, and three stone school houses; and the report of the year 1863 only sixty-six log school houses and twenty-six frame school houses, but ten brick and two stone school houses. (One district having a stone school house has not reported.) Many school districts, as I am informed, have, in their annual school meeting this fall, raised more money than ever to build or repair school houses, and to buy the necessary apparatus, especially maps and charts. District No. 2, of the town and village of West Bend, for

instance, has raised \$2,500 to build a new brick school house, and district No. 11, of the same town and village, has already built one, of the value, including furniture, etc., of about \$2,200. In the villages of Hartford, etc., the people also united more and more to enlarge their school houses, and to make them healthy and comfortable for both teachers and pupils. The value of school houses in the county has increased in this present year over \$2,000, and will, as stated above, increase during the next year.

2. **NUMBER OF GRADED SCHOOLS.**—The number of schools in this county having more than one department is rather small, as all the townships, in which no village is situated, have schools with only one department. The two school districts of the village of Hartford, and also one school district of the village of West Bend, have two departments. There is not as yet any graded school in the county.

3. **TEACHERS.**—Not less than 369 teachers were examined, but only 317 received certificates, of which 19 were granted for the second grade. As to the improvement of the teachers, I can state that the majority of them have shown and proved that they love their profession, and that they earnestly intend and try to obtain all the knowledge required in the several branches. The average standing in the branches of the third grade, was in the previous year from four to five, and in the present year from six to seven, on the scale of ten. It also shows the improvement of the teachers, that at the beginning of the winter term a great many school districts are desirous to have the same teacher employed they had a year previous, and that these districts express great satisfaction with their teacher. (1.)

4. **PUPILS.**—According to the reports of the several clerks of the school districts, and the report of the teachers, the pupils in all the schools have been more punctual in their attendance upon school than in any previous year, and the general deportment of the pupils has been excellent, and in no case has there been any complaint, except in one district, and the scholars, by the good and careful government of their qualified and experienced teachers, improve in their studies, as it is said by all.

5. **PATRONS** of the schools, who take interest in the education of the young generation, and all those persons who visited the schools during the terms, and who attended to the exhibitions held at the closing of each term, deserve the many thanks of teachers as well as scholars for the interest they have taken in the education and the encouragement they have given. In consideration of these circumstances, we may and can be convinced, that our schools will improve every year more and more, and that the rising generation will receive an education that makes them good citizens and useful and noble men and women.

Through the influence of the patrons of the several schools, the winter term, in by far the greatest number of school districts, has increased in regard to time, so that the average time this winter will be at least five months, whilst the average of the previous year was but three and a half months. Teachers' wages also have increased, and the next annual report will prove, that in this county, the parents and guardians and the patrons of the schools are truly and heartily co-operating with all those who are employed in the noble work of the education of the youth.

FRED. REGENFUSS, *County Superintendent.*

NOTE.—1. There is no surer mark of progress in the right direction than is here

evinced. Frequent change of Teachers insures little else than constant repetitions on the part of pupils, and growing complaints on the part of patrons. A successful Teacher must understand the capacity and the attainments of his pupils. Quite a large part of the first term of school must be spent in acquiring this knowledge. When the first term is the only term, so much time is wasted. A successful Teacher must have motive to induce thorough and steady endeavor. No better motive can be urged than the prospect of permanence. A successful Teacher must acquaint himself with the circumstances, wants and wishes of his patrons. A single term is hardly sufficient for this, and with the certainty of removal at the close of the term he has little inducement to make the acquaintance of his patrons. Pupils must love a Teacher, else they will fail to be most profited by his instructions. A single term is hardly sufficient for the growth of esteem and affection. Strangers to each other and to each others' wishes and needs, little can be accomplished in so short a time.

WAUKESHA COUNTY.

This county, consisting of sixteen towns, is divided into four Inspection districts. It contains eighty-five whole districts, and one hundred and one parts, making in all one hundred and thirty-one whole districts. We have one hundred and eighteen school houses, so-called, one district rents a building, and two are entirely destitute of any, the incendiary's torch having been applied to the old dilapidated log huts, that formerly bore the name of school houses in these districts. Whether the intention was good or evil, the result is, that preparations are being made to build two good, substantial school buildings in their stead.

We have seven schools that make some pretensions to grading; two of which have each three departments, and five have each two departments.

Nine public examinations have been held during the year. The number of applications for certificates has been three hundred and fifty-six. The standard for the year past has been, eight for first grade, seven for second, and six for third grade. Of the number applying for license, three have been found entitled to a first grade certificate, thirteen to a second, two hundred and sixteen to a third, and forty-six to a limited certificate. If we consider the limited certificates as failures, (and they are but little better, with few exceptions,) the failures are one in every three, nearly. (1) About two hundred of those licensed have been engaged in teaching in the county during some portion of the year. I think all of the 1st and 2d grade teachers have found employment. After my first examination, I found so many school boards willing to employ teachers with district certificates, because they could be obtained for lower wages, that I have since raised the standard for this class of teachers, and refuse to grant the certificate without the request of the board, they—the board—knowing the applicant to be entitled to a district certificate only. This course has had its intended effect. The demand for male teachers for winter schools has been very great. Only forty males have been licensed during the year, nearly all of whom will teach the coming winter.

With very few exceptions—and those are due to the schools not being in session—I have visited the schools of the county once during the year, many twice, and some three times. These latter were cases that I considered radically diseased, and needing special treatment. I have made not less than one hundred and fifty visits.

Five Institutes for the instruction of teachers have been held during the year. The number in attendance in the spring was one hundred and

seventy-eight. There were nearly all tried teachers. I take pleasure in acknowledging, in conducting this Institute, the assistance of many of the friends of education in the State, among whom are Mr. J. L. Pickard, Rev. J. B. Pradt, F. B. Williams, D. C. Duncan, C. E. Spinney, and others. This Institute continued eight days, and accomplished much good. The fall Institutes were four in number, one in each inspection district, of three days continuance, immediately preceding the examination. These were attended by one hundred and twenty earnest and practical teachers. I am disposed to think that the fall Institutes were attended with quite as many good results as the larger one held in the spring. The number in attendance being comparatively small, we had no one to lean upon, and the consequence was, that each engaged with a hearty good will, and the work went nobly on, with profit and satisfaction to all.

We have, in our county, a few fine school buildings, well furnished; we have, also, many very mean ones. Three new school houses have been built during the year; two more are in process of building. Some three or four have been extensively repaired, and new seated, and fifty more need the same. I have not been able, in all instances, to exert an influence quite satisfactory to myself, when new school houses have been in process of building. The first difficulty is almost universal; sufficient means are not provided with which to build such a house as is needed. Secondly, the district usually passes a vote fixing the size and proportions of the house. When this is done, it is frequently impossible to arrange for convenient seating; and thirdly, the builder quite too often controls the building committee, and the arrangement is made to conform to his convenience. The builder may be a good mechanic, still he is often as unfit to plan a school house as he would be to plan the siege of Vicksburg. If our school houses could be built at town expense, and superintended by competent persons, these evils would be remedied.

I have made some effort to enlist an increased interest on the part of patrons and school officers, and I think with some success. To accomplish this I have, in the winter season, called neighboring schools together on Saturday, and engaged in some general exercise; and I have usually been able to manage them in such a manner, that teachers, parents, and pupils all should take a part. In the summer season, pic-nics have been held, where ten or twenty schools, with the parents and friends, could be gathered together. In all and every instance when gatherings of this character have been held, I have pressed upon the people the necessity of paying more attention to their schools, school houses, and school furniture. A county Teachers' Association has been formed, of which about one half of the teachers of the county are members. One Town Association has also been formed, and we hope soon to have one in every town in the county. I have delivered seventeen public lectures during the year, bringing the subject of schools home to the hearts and consciences of the people in as plain and practical a manner as I was capable of doing. And although no outline maps and globes have been purchased by the schools of the county for years past, several sets have been purchased recently, and the strong indication is, that many more will be introduced. I trust also that numbers have been induced to visit the schools, and make themselves acquainted with what was done, and what is needed to be done. If we can

get the people to *see* and *feel* the necessity of better conveniencies in and around the school house, I am convinced they will not be slow to furnish the means to provide them.

Many of our most competent Instructors of past years, have made the noble sacrifice, and exchanged the school room for the battle field. Their places have been filled mostly by a younger class, principally females, many of whom show a commendable zeal, are possessed of fine talents, and what in my judgment is of much importance, is, that they are *teachable*.

The greatest obstacle in the way of the advancement of schools, is *irregularity in attendance*. Teachers can do something to remedy this evil, parents can, if they will, do much more: but I am compelled to think it can never be accomplished, until some suitable legislative act is passed to *compel unwilling* parents to do their duty to their children. It is due to the State to see that this is done. If schools are to be supported at public expense, it is the duty of the State to see to it that the money is not squandered; and the irregularity of attendance in many schools, is little better than a waste of one-third of the money.

Another hindrance is the size of the districts—many are too small to be able to sustain a competent teacher. The man who will devise a plan by which the school districts of this State can be properly consolidated will be a benefactor of his race, and be entitled to the thanks of succeeding generations.

One of the pressing wants of the county is a High School, where teachers can fit themselves for their work. We think the system of County Superintendency is gaining favor with the people in the county, and we intend that during the coming two years, by the blessing of the Bestower of all good, it shall make its mark in Waukesha County, and one that "time's effacing fingers" will not soon wear out.

A. D. HENDRICKSON, *County Superintendent*.

NOTE.—1. I have ever objected to the granting of Limited Certificates, though allowed by the Law, except in cases when *absolute necessity* demands. Those who will accept such a certificate, show by their very acceptance, in a majority of cases, an unwillingness to prepare themselves thoroughly for their work, and a consequent unfitness for the position to which they aspire. Nor will it do to grant such certificates upon the simple request of the District Board. The Board is not the proper judge of the qualifications of Teachers. The Law makes the County Superintendent judge in this matter. He should never permit any school to be presided over by an unqualified Teacher, because requested to do so by the District Board. He is the sentinel stationed at the School House Door, to guard the interests of the School. Some instances may arise, in which there are not qualified Teachers enough to supply the Schools of the county. The Superintendent may then exercise his discretion in granting, to the best of those failing in examination, Limited Certificates to a number sufficient to supply the Schools. In the older counties of the State, such limited certificates will be very rare.

WAUPACCA COUNTY.

In compliance with your wishes and directions, I submit the following general report of the condition of our common schools:

1. SCHOOL HOUSES, FURNITURE, ETC.—Many quite important improvements were made during the past year, even more than could have been expected, considering the present times, which tend to draw the

attention of our citizens to the raging warfare of our young citizens embodied in the Union army. Only a few new school houses were built, but, in every instance, we can notice the foreseeing thoughts of the districts. The houses erected are neat, capacious houses, calculated not merely for the present time. Many districts have improved their old school houses, waiting with their plans, of erecting new houses, for the close of the war. Especially many improvements were made in furniture, as desks, benches, and in making the inside of the school houses appear more friendly and homelike. Several districts provided their school houses with outline maps, and even a few of them with charts. The number of outline maps has increased more than 200 per cent., and would increase faster yet if a recommendable set were published, and if they could be bought easily and singly in this State. Willson's set of charts proves to be a very useful instrument for primary instruction.

2. GRADED SCHOOLS.—There are but three districts with graded schools, two of them with two, and one with three departments. A union school in Waupaca exhibits very clearly the great advantages of the graded schools. The citizens in many of the different towns seem to foster the idea of organizing town schools; and I believe that a brighter view in our political horizon will encourage them to begin. (1.)

3. EXAMINATION OF TEACHERS, AND THEIR QUALIFICATIONS.—The examinations of teachers were held twice a year, and in strict conformity with your advice and the school law. The following is the result:

	Grades.			
	I.	II.	III.	
1. Fall Examinations, 98 applicants, passed,.....	10	14	41	65
2. Spring " 86 do do	0	2	33	35
Total,.....	10	16	74	100

Many of those not reaching the standard of qualification for a third grade certificate, yet standing high enough for a license, as allowed by law, were permitted to teach in certain districts, after an application by the district board.

The standard of qualification is as high as recommended by the convention of county superintendents, as a minimum. The questions are of such a nature as to test the applicants not only in "what they know," but "what they can do."

Decided improvement can easily be noticed. Waupaca county has a corps of teachers, ardent for self-improvement, zealous in their occupation as teachers, and a friendly intercourse among them proves that a professional spirit is awake in them. I can justly feel proud of them, and feel only sorry to state, that several of them, endowed with natural faculties as teachers, and well qualified in regard to experience and education, left the county because they were offered higher wages, or were taking leave to start a small private school for lifetime. Our present system of lady teachers is only objectionable in this point, although it is better than the former usage, of degrading the profession of teaching as a step for another profession. Teachers are too frequently changed yet; out of about ninety districts, merely twelve of them hired the same teacher for more than one year.

5. ATTENDANCE.—Notwithstanding my introduced system of monthly teacher's reports, I cannot nearly ascertain the real average attendance, as I did not receive the reports of all the teachers. The standard of attendance, however, was higher than the year before. Yet some parents will always keep their children away from school, and thus deprive them of the foundation of real happiness, a true education.

Order and punctuality were much improved during the year, and the present condition of our schools is encouraging for every friend of education. The instruction is more thorough, embraces more branches, and has more the tendency, not merely to instruct but to educate. (2).

Improvements are especially made in mental and written arithmetic, and in grammar, and composition. Singing is fostered more carefully than formerly, and the methods of spelling are now practical, and beneficial.

5. PATRONS, AND VISITS.—The teachers and the Superintendent enjoy in their labors, the cooperation of our citizens. Good and energetic teachers meet with praise and assistance. The schools are more frequently visited by parents, for teachers invite them occasionally. The result of it is apparent in improvements made in, and around the school house. The improved methods are always liked in districts where they care for the education of their children; while in sections of the county where they don't feel the importance of a good school, nor the necessity of improvement, they do not like the new order of things, fearing a school teacher might cost more per week than a common working girl. I am happy to state that a very small minority belongs to this class. The well educated citizens do not merely honor and sustain the true teacher, but they wish to pay him too, and I hear oftener the remark, "send us a good teacher," than, "send us a cheap one."

The present flourishing condition of our schools, we owe in a great measure to our last Normal Institute, taught by Prof. C. H. Allen. To carry the work on, a normal class was formed this fall, and the prospect of the cause of education in Waupacca county is encouraging.

J. WERNLI, *County Superintendent.*

NOTES.—1. Reference is here made to the Township District System, which is fully set forth elsewhere in this report.

2. Mr. Wernli here makes a distinction not often noticed by teachers, though a very important one to be observed. Many *teach* who do not *educate*. Books are used mainly in teaching. In the work of educating, books are subordinate to the things *seen, heard, and felt* by the pupils while at school and out of school. The school house with its furniture and its surroundings; the teacher in his movements, his dress, his personal habits and his address, are *educators*. The general discipline of the school room, and the particular discipline of the recitation room, and the play-ground, educate. Many persons are taught all their school lives, but are never educated—are *filled up*, but are not *drawn out*, grow large by accretion, never by expansion. The educator uses books as the *means* to an *end*. The teacher makes the books studied the *end*.

WAUSHARA COUNTY.

In submitting my annual report, I herewith send you a brief summary of the condition and prospects of the schools in this county, in accordance with your request :

1. The capital invested in school houses is small, and, as a necessary consequence, they are poor and ill-adapted to the convenience, comfort and wants of the pupils. It is true that we have a few neat and comfortable houses, but, in the majority of cases, they are poor, miserable apologies, better suited for stalls in which to feed and fatten hogs, which continually prowl about the door, frequently finding the way into the childrens' baskets, devouring their contents, which a careful mother's hand had prepared as a dinner for her children. Many of them are in better shape than they were two years ago, but there is still a great chance for improvement. Many were without desks or shelves upon which to place the books, and almost destitute of seats, unless a few rude benches, scattered here and there, without backs, could be called such, which would answer a much better purpose as horse blocks. All this slovenly appearance is owing to the lack of interest, on the part of officers and electors, in the localities where this state of things exists, in the cause of general intelligence and education. The real cause is not so much the want of money and means, as poverty of public spirit, taste and refinement. But something has been done, and still is being done, to arouse the people from this state of lethargy and inaction. Many have materially improved the internal appearance of the *school house* by introducing comfortable seats and desks, black-boards, and other necessary and indispensable articles for the convenience and success of both teacher and pupil. One new school house has been built during the year. The people of Pine River, at their annual school meeting, voted a tax of two hundred dollars with which to repair and enlarge their school house.

The most of our schools are destitute of needful apparatus, such as globes, cubical blocks, etc., aside from what is furnished by the teacher. But four schools in the county are supplied with full sets of maps. One school is supplied with a full set of anatomical charts. If the people can be made to see the necessity of providing respectable and comfortable school houses, then the day cannot be very far distant when the school room will be made attractive and cheerful, and instead of the bare, cold walls, and often of rude logs, to meet the gaze of the pupils, we shall see them decorated with the useful and ornamental, each school room supplied with its laboratory and library.

2. We have but one graded school in the county, and that, at present, has but two departments. Here, in my opinion, lies a very great obstruction to success in our common school system.

Fifty and sixty children are crowded together into one room, of various ages from four to twenty, and necessarily of various grades of attainment. The parents complain that their little ones do not receive proper attention, or at least their share of it, from the teacher, and others that their older and larger ones do not advance in their studies, and such will continue to be our condition until we have graded schools, not only in our large villages and towns, but in our rural districts ; especially can there be one

school in every township, (with but very few exceptions at least,) which shall be a stepping-stone to our Universities of learning, but more especially where teachers may be drilled in their profession, and all classes fitted and prepared to enact unerringly their part in the great drama of life.

3. One hundred and seventy persons during the past year have presented themselves as candidates for inspection, of whom one hundred and twenty have received Graded Certificates. Two were granted the First Grade, eighteen the Second, and one hundred the Third Grade Certificate. I have taken special pains, during the past year, to stimulate to active efforts the Teachers of Waushara county, by holding Institutes, Teachers' Associations, and endeavoring to instruct to the extent of my ability, and have been richly rewarded in witnessing the zeal and interest manifested in the cause, which we are endeavoring to perpetuate and extend.

Teachers appear willing and anxious to do all in their power, for the interests of our schools, but we lack the hearty cooperation of *parents*, who, most of all, it seems to me, should manifest a deep interest in the education of their children. But local prejudices, in regard to school discipline and school instruction, I find hard to overcome and subdue in the minds of parents, particularly those of foreign extraction. Our motto is, "Labor conquers all things."

4. Each district in our county will average about thirty pupils, of whom twenty-five per cent. do not attend school; seventy-five per cent. of the remainder are regular in their attendance, making an average of about eighteen to each district.

5. The general deportment of pupils has been good, but a great lack of general good morals is observed. I consider morality to be a very essential requisite in the qualifications of a good teacher, the teacher's influence and example being closely connected with the future prosperity or adversity of this Republic. (1.)

6. I always make a point to visit the District Board, and get some one if possible, to go with me to the school house to see what we can do for the good of those there assembled, but in too many cases meet with a refusal, saying, "I am so busy to-day, I cannot possibly spend the time." But I am happy to add that the interest in educational matters is growing and increasing, so that ere long we hope to have the hearty cooperation of every parent in the county.

All of which is respectfully submitted,

H. O. PIERCE, *County Superintendent.*

NOTE.—1. Mr. Pierce does not overrate the importance of the inculcation of a pure morality in our schools. It cannot be overrated. It lies at the very foundation of our social fabric. Cultivate the body and make a giant in strength; cultivate the mind and thus give vast intellectual power and vigor; and neglect the heart—the inner life—and the most costly and imposing superstructure reared upon such a rotten foundation, will prove but a glittering mass of rubbish, when it shall have tottered and fallen about the head of its possessor. Character is of more worth than coin. Any system of education which leaves out of sight the moral nature, and neglects its cultivation, must prove a disastrous failure. The springs which supply the streams that fertilize our land, must be kept pure. They are found in the school houses. Teachers are posted there as sentinels. If they sleep upon their post, or themselves poison the fountains, terrible should be the punishment inflicted upon them. The people should see to it that their sentinels are faithful and trustworthy.

WINNEBAGO COUNTY.

(NO REPORT.)

WOOD COUNTY

Pursuant to your request, I submit for your consideration the following items in relation to schools. I am not able to report as complete success as it was fondly hoped it might be our good fortune to do, one year ago.

The number of applicants for certificates in the county during the past year was thirty-four; of which one received second grade, eleven the third grade, and sixteen district certificates, six having been rejected.

There has not been any cause of regret for issuing district certificates, except in one instance; which result is highly gratifying when it is known that there is such a lack of teachers who are entitled to higher grade certificates, as to render it absolutely necessary to adopt the aforesaid policy. There has seemed to be a fixed determination on the part of this class to spare no pains to occupy a higher and more meritorious position as professional teachers. (1.) And, happily for them and the county, there is a system of normal instruction about being inaugurated, that will render this policy unnecessary, and give all an opportunity of becoming competent and efficient in the profession.

Much more effort has been put forth by the people in the county, to make the school houses more healthful, commodious, and tasty, than on former occasions, and two new and attractive buildings have been erected during the past year.

Several districts have been furnished with outline maps and charts, and the tax has been levied for several other districts.

An Institute was held in the county, commencing March 12, 1863, and continuing one week, during which time much valuable assistance was rendered the teachers present, and the many pertinent hints of Assistant Superintendent Craig, will long be cherished by those in attendance.

A normal class was organized October 21, and continued till November 9th, 1863, under the principal care of Rev. J. W. Harris, and although the term was short, yet it was of sufficient length to evince clearly the invaluable results of proper normal instruction, and paved the way for a more permanent and extended system of normal instruction in the future. And we can but express our deep sense of gratitude to the *County Board*, for an appropriation of \$100, for the benefit of the normal department the ensuing year, (which they made at the last annual meeting, immediately after the matter was presented to them,) thereby giving their countenance and hearty support to this valuable enterprise. (2.)

It was our pleasure to visit all the schools in the county once, and all but three schools twice, during the summer term, and to spend at least one-half day in each school, and in so doing, we have noticed several points of much interest to the thinking mind, to wit:

1. That it has been a universal rule, that in those districts where the inhabitants most frequently and systematically visit the school, there the best schools are found. There, too, the best teachers seek employment, for the reason that the parental influence is such that all good efforts are appreciated by the patrons of the school.

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2. That the people generally in the county have manifested very much interest in the cause of education, by voting a more liberal tax for the support of the school than on any former occasion; and in those districts where the people have showed a tight-fistedness in the matter, there we found a tight-fisted school, without life and without success.

3. That the attendance of pupils has been respectable, but by no means what it should and would have been, had it not been for the uncontrollable effects of two epidemics, visiting the various neighborhoods of the county during the spring and summer terms, very much diminishing, and in some instances destroying interest in our schools for a time.

4. That there is an evil peculiar to some parts of our county, which is the non-payment of taxes by speculators, by which many districts, although raising burdensome taxes for school purposes, have nothing to pay their teachers with but tax certificates or district orders, a sort of pay not commendable; and they can not, even with the greatest effort, hire a qualified teacher, but are compelled to employ a teacher with a district certificate, and are therefore suffering under difficulties not easy to remove.

We have much reason to be thankful, amid all these inconveniences, however, that the schools in the county generally are gaining ground in the public estimation; that a majority of the citizens unite their efforts with the teachers' and mine, to obtain the best results, and encourage a higher standard of the teacher; that the teachers of the county, though generally young, are not forgetful of the general welfare of our schools. Nor do any of them, who intend teaching in Wood county, forget to take the Wisconsin Journal of Education.

G. F. WITTER, *County Superintendent.*

NOTES.—1. The policy of issuing District Licenses, is very objectionable in counties where there are teachers enough to supply the schools, who are able to secure a third grade certificate. Such a course will discourage the worthy teachers, who find the places they should occupy filled by inferior teachers, holding temporary certificates. The newer counties find such a course necessary. It is cheering to know that such teachers are ambitious and deserving in Wood county. The number of such teachers will therefore grow less.

2. This is the first instance coming to my knowledge of any appropriation being made by the County Board of Supervisors for the purpose of aiding the cause of Normal Instruction. It is certainly praise-worthy, and must help much the schools of the county, if judiciously expended.

The experiment of County Superintendency has now been tried for two years. So far it has been successful beyond my most sanguine expectations. It has of course met with some disfavor. Nearly all that has been urged against it, is not really chargeable to the system, but to the improper administration of it. Upon the part of the Superintendents generally, there has been no lack of zeal, and of patient laboring under discouragements. Many have made noble sacrifices for the cause to which they have so truly devoted themselves. Their salaries have been small, but their purpose to raise the standard of education in their respective fields of labor, has been faithfully adhered to.

A few counties have recognized, to some extent, the value of services rendered, and have not restricted their officers to the very lowest salary the law would allow. With the year 1864 another term of service commences. I trust those selected as the standard-bearers for the several counties, will be better rewarded, but under any circumstances let them not "bate one jot of heart or of hope." In my intercourse with the Superintendents of the State, both official and personal, nothing has occurred on their part that I would have changed. Their faithfulness, and cordial sympathy, have encouraged and aided me. Among the many evidences of interest in their work, which I have witnessed and remembered, one seems specially worthy of note here. While traveling for two or three days with one of the Superintendents over his field of labor, I noticed that his faithful steed espied school houses more readily than I could, and when left entirely to himself, he would slacken his pace as he approached, until he came to a halt before the door. Verily, that horse knoweth his master's business.

STATISTICS.

The tables in the Appendix numbered II, III, IV and V, give the statistics in detail. They are without doubt incorrect in many particulars, but they are believed to be more reliable than any heretofore given. The County Superintendents have in many instances taken unusual pains to have their Reports correct. Every county in the state is quite fully reported. The main facts of general interest are gathered into the following

SUMMARY :

Number of counties reporting.....	56
Number of towns reporting.....	771
Number of towns not reporting.....	1
Number of whole Districts.....	8,888
Number of parts of Districts.....	1,842
Number of districts reckoning 2½ parts as equal to one whole district,..	4,702
Number of districts not reporting.....	161
Number of parts of districts not reporting.....	122
Whole number of districts unreported.....	215
Number of Male children between 4 and 20 years of age.....	164,100
Number of Female children between 4 and 20 years of age.....	156,865
Total number of children between 4 and 20 years of age.....	320,965
Excess of Males over Females.....	7,235
Increase since last report.....	12,809
Number of districts maintaining school more than one term.....	3,368
Number of Male Teachers employed during winter term.....	1,812
Number of Female Teachers employed during winter term.....	2,581
Number of Male Teachers employed during summer term.....	858
Number of Female Teachers employed during summer term.....	3,765
Number of different persons employed in teaching during the year.....	7,408
Number of Teachers who have had experience as Teachers previous to this year.....	5,976
Number of pupils registered during winter term.....	170,565
Whole number of days' attendance during winter term.....	8,014,444
Number of pupils registered during the summer term.....	144,626
Whole number of days' attendance during summer term.....	5,776,285
Number of pupils attending during the year.....	215,163

Whole number of days' attendance during the year,.....	18, 790, 729
Average length of Winter Term,.....days,	61
Average length of Summer Term,.....days,	59
Number of days' possible attendance,.....	21, 275, 361
Number of days' actual attendance,.....	18, 790, 729
Percentage of attendance upon number registered,.....	65
Percentage of attendance upon number entitled to school privileges,....	44
Number of children under 4 years of age who have attended school,.....	1, 837
Number over 20 years of age who have attended school,.....	1, 448
Number of select and private schools,.....	220
Number of pupils reported attending the same,.....	10, 440
Average wages paid Male Teachers per month during Winter Term,....	\$ 26 56
Average wages paid Female Teachers per month during Winter Term,.....	17 62
Average wages paid Male Teachers per month during Summer Term,...	30 04
Average wages paid Female Teachers per month during Summer Term,...	16 27
Average wages per month paid Male Teachers,.....	27 11
Average wages per month paid Female Teachers,.....	16 81
State Fund apportioned during the year,.....	\$135, 761 96
Tax levied by County Boards,.....	128, 174 42
Tax levied by Towns,.....	67, 898 47
District Taxes for Teachers' Wages,.....	334, 446 85
District Taxes for School Houses,.....	73, 755 87
District Taxes for Maps, Charts, &c.,.....	2, 446 75
District Taxes for other purposes,.....	73, 082 14
Total amount of Taxes raised,.....	679, 798 94
Total amount of money expended for School purposes, to be diminished by amount of delinquent tax returned,.....	815, 458 93
Number of Stone School Houses,.....	188
Number of Brick School Houses,.....	192
Number of Frame School Houses,.....	2, 495
Number of Log School Houses,.....	1, 298
Total number of School Houses,.....	4, 168
Number of School House Sites containing less than one acre,.....	3, 327
Number of School House Sites uninclosed,.....	3, 106
Number of School Houses without Outline Maps,.....	3, 078
Number of School Houses without Black-boards,.....	498
Average valuation of School Houses,.....	\$318 00
Highest value of any School House,.....	38, 000 00
Lowest value of any School House,.....	03
Total valuation of School Houses,.....	1, 326, 753 00
Number of district libraries,.....	779
Number of volumes in the same,.....	84, 839
Number of volumes purchased this year,.....	783
Number of volumes loaned this year,.....	16, 362

Levis, in Clark county, is the only town unreported this year. Last year two towns were not reported, and in 1861 five were delinquent.

SCHOOL DISTRICTS.—The number of districts reported this year is 131 greater than last year. Making allowance for a decrease of 5 unreported districts, it shows an increase of 122, or 2 $\frac{1}{4}$ per cent. upon the number reported last year. This is relatively a decrease in number, since the number of school children has actually increased nearly 4 per cent. in the same time.

The counties reporting in full the whole districts and parts of districts, are Ashland, Chippewa, Douglas, Jefferson, Kenosha, La Pointe, Outagamie and Sheboygan. Counties reporting all whole districts, but failing

to report all parts of districts, are Brown, Dodge, Green Lake, Milwaukee, Ozaukee, Polk, Walworth, Waukesha and Winnebago.

Buffalo, Calumet, Door, Green, Iowa, Oconto, Racine, Rock, Shawanaw, Washington, Waupacca, and Wood counties have reported all parts of districts, but have failed to report some whole districts. Monroe and Wau-shara counties show the largest number of unreported districts.

Every year we have some reports sent in after the annual report is published. It has been my custom to receive such reports upon affidavit of proper officers that the failure to make such report in time was unavoidable, and to incorporate it with the reports of the several towns to which the delinquent districts belong, before making the apportionment of public money. District clerks have often mailed their reports in season, but through miscarriage they have not reached the town clerk in season for his report. Some instances have occurred in which sickness or death has delayed the clerk's report beyond the time fixed by law. Such facts, when fully established, have been deemed sufficient reason for admitting the report after the prescribed time, and for making an apportionment upon the same. The number of such cases is, however, very rare, and can, under no circumstances affect other districts injuriously.

SCHOOL CHILDREN.—The whole number is 320,965; males, 164,100; females, 156,865. The excess of males is 7,235. The whole number is nearly 4 per cent. greater than last year. In Clark, Door, La Pointe, Ozaukee, and Racine counties there has been a decrease. The large number of unreported districts in Sauk and Waushara counties, shows an apparent decrease in school children in these counties.

Milwaukee county stands first in number of children, then follow Dane, Dodge, Fond du Lac, Rock, Grant and Jefferson in the order named.

SCHOOL TERMS.—The number of districts that have maintained school more than one term is 3,368, or nearly 72 per cent. of the whole number. This is 5 per cent. better than last year. The average length of school during the year is 120 days. Winter terms average 61 days, and summer terms 59 days. In 1862 the average was 109 days. Increase, 11 days, or 10 per cent. This a very gratifying indication of progress.

SCHOOLS HAVING MORE THAN ONE DEPARTMENT.—This division of schools into departments is an attempt at gradation of schools. In some instances it accomplishes all that is desired; in others it amounts to little more than a separation of pupils upon the basis of age, rather than upon that of attainments and capacity. Imperfect as it doubtless is, it is better than the system of mixed schools, inasmuch as the division of pupils upon the line of age will separate, to a greater or less extent, those who need different discipline and instruction.

If I mistake not, Kenosha took the lead in the matter of graded schools in the State of Wisconsin. The following letter will be read with interest. Mr. Jilson was for a long time superintendent of the city schools:

KENOSHA, June 1st, 1863.

J. L. PICKARD.—*Dear Sir:*—The grading of our schools has been a matter of growth. In 1845, by special act of the legislature, we erected our large school house on the free school system, and we graded it then into four departments, the A B C, etc. department; the first reader department, and then a large department for all

scholars from spelling up to grammar. This was the lower room. The upper room, called the high school, took all the rest.

In about the year 1856 we completed our second large building. We then went into a second system of grading, making it thorough from the A B C, to the higher department, and have thus continued it, making improvements as far as we could and as room would permit, till at present we think we have a very perfect system of grade, everything moving right along from the lowest to the highest, as the scholar progresses, without regard to age or social position of the pupil.

As early as the year 1843, a committee was proposed at one of our school meetings, for the purpose of investigating and reporting upon the propriety of a *union* school for the then village of Kenosha, to be supported upon the grand list, upon the free school system. The committee was opposed and voted down. Then an association of some six or eight of us agreed to agitate, and for this purpose we secured the use of the Methodist and Congregational Churches every alternate Sabbath evening, and gave addresses upon the subject of free schools. The struggle was a hard one, but in 1845 we got the law above referred to, to be voted upon by the people. It was carried after a hard tug, and a school house erected and fairly in operation before the State convention for State constitution. We made the question of free school a test question with our delegates to that convention in this county, and through their influence, and other counties, which came to our aid, this great magna charta was incorporated into the constitution beyond the reach of demagogues. It is beyond our estimate to fix the value of this provision. Without it I should yearly tremble for our free schools.

I look to our free schools as the last hope of this State, with more than one-half of its population of foreign birth, to whom the blessings of free schools, or even any schools, have been denied.

Yours truly,

JOHN B. JILSON.

According to careful estimates, made in 1860, there were less than fifty graded schools of any kind, in the State. From the special reports of the County Superintendents, I have learned that there now exist, outside of the cities, more than one hundred and twenty schools that are divided into departments, and which are more or less thoroughly, and properly graded. Whenever we can reach the point of making the people feel that the interests of their schools really forbid the ensmalling of their districts beyond reasonable limits, we may hope for a still more rapid increase of graded schools.

SCHOOL ATTENDANCE.—In this particular there has been marked improvement during the past year. Since the year commenced, several thousands have entered their country's service. Of these, many were within the limits of school age. Nearly all were laborers. Their places must be supplied, and older children have been kept from school for this purpose. If tables should show even a decrease in school attendance, it would be no indication of lagging interest. That this year shows marked, and very gratifying improvement, will be seen when compared with previous years. To this end the following table is appended:

Years.	Percentage of Attendance.	Years.	Percentage of Attendance.
1849, estimated,.....	44	1857, calculated,.....	60
1850,.....do.....	67	1858,.....do.....	63
1851,.....do.....	70	1859, estimated,.....	64
1852,.....do.....	71	1860, calculated,....	67
1853,.....do.....	69	1861,.....do.....	65
1854, calculated,.....	65	1862,.....do.....	64
1855,.....do.....	65	1863,.....do.....	67
1856,.....do.....	64		

During the last fifteen years there are but three years that show a higher percentage of attendance, and the figures for those years are so unreliable, that only an estimate can be made. Until the last year the habit of reporting was such, that the whole number of pupils registered may have been ascertained from adding together those numbers showing the attendance upon summer and winter schools respectively, which would by no means be a correct statement, since many pupils would be thus twice counted. Great pains have been taken during the past year to ascertain the facts in this particular, and I feel assured that the reports are very nearly correct.

No. of pupils registered during the winter term is reported as.....	170,565
.....do.....do.....summer term.....do.....	144,626

If the aggregate of these items be taken, as has been sometimes done heretofore, it would show an attendance of more than ninety-eight per cent. of the number of school age. The winter schools have been attended by fifty-three per cent of all the children, and the summer schools by a little more than forty-five per cent. The number who have attended both terms of the year is found to be not less than 100,028, or a little more than thirty-one per cent. of the whole number. If, to the number enrolled at the public schools, we add the number at private schools, and make an allowance of ten per cent. for necessary absence, on account of sickness or extreme poverty, we shall have nearly twenty per cent. of those *due at school*, who have not entered the school room during the year. Of this twenty per cent., nearly one-sixth is in the army. This will leave 17 per cent. of 320,965 children, who are receiving all their education in the street. The larger part of this number will be found in the cities of the State. Adams, Clark, Green, Green Lake, Jackson, Monroe, Pierce, Richland, St. Croix, Sauk, Trempealeau, and Waupaca counties, show an enrollment of from eighty to ninety per cent. of the whole number due. Kewaunee, La Pointe, and Milwaukee counties, show an enrollment of forty per cent. or less. Thirty-eight out of fifty-six counties show a percentage of enrollment above the average, while but eighteen fall below it.

The table appended will show the condition of counties, as reported, with respect to the attendance of pupils registered. Great as is the evil of absenteeism, that of irregularity of attendance far surpasses it. Those marked with a star are manifestly incorrect:

REGISTERED ATTENDANCE OF PUPILS AS REPORTED BY COUNTIES.

NAMES OF COUNTIES.	Average No. days		Average No. days Summer School.	Total Average No. of days School.	Possible Attendance.	Actual Attendance.	Per cent. of At- tendance.	Per ct. of Attend- ance last year.	Gain.	Loss.
	Winter School.	Summer School.								
Adams,.....	54	61	115	195,105	127,855	66	70	4		
Ashland,.....	74	85	109	11,827	8,659	73	.....	.....
Brown,.....	69	64	138	296,899	165,126	55	64	9		
Buffalo,.....	71	37	108	76,977	48,642	57	50	7		
Calumet,.....	58	114	167	245,094	141,991	55	.....	.....
Chippewa,.....	47	80	127	56,820	36,849	65	92	27		
Clark,.....	49	65	114	17,604	13,039	62	26	36		
Columbia,.....	68	67	135	862,447	441,244	51	57	6		
Crawford,.....	70	72	142	270,488	162,012	56	.....	.....
Dane—East District,.....	68	64	132	576,380	298,174	51	66	15		
do West District,.....	74	60	134	690,676	300,692	43	56	13		
Dodge—East District,.....	68	53	121	427,715	284,549	66	54	12		
do West District,.....	75	70	145	666,725	380,580	57	42	15		
Douglas,.....	118	46	164	13,482	5,968	43	82	39		
Door,.....	47	49	96	37,909	28,488	75	60	15		
Dunn,.....	50	75	125	86,650	50,296	58	40	18		
Eau Claire,.....	46	60	106	67,986	62,486	91	28	63		
Fond du Lac,.....	96	76	172	1,104,894	477,638	43	62	19		
Grant,.....	65	57	122	838,117	581,708	66	61	5		
Green,.....	72	66	138	721,214	478,378	66	58	8		
Green Lake,.....	120	112	232	568,462	218,895	38	44	6		
Iowa,.....	70	51	121	535,101	276,376	52	66	14		
Jackson,.....	58	63	120	168,060	98,066	90	96	6		
Jefferson,.....	79	68	147	846,841	558,116	66	75	9		
Juneau,.....	52	52	104	280,880	150,576	65	74	9		

Moeba,.....	78	48	121	339, 397	309, 792	88	65	28	.....
Waukeesa,.....	51	51	102	76, 878	81, 185	41	82	9	.....
La Crosse,.....	72	78	145	290, 649	139, 819	45	51	.....	6
Lafayette,.....	55	62	117	424, 208	247, 978	53	66	.....	8
La Pointe,.....	104	66	170	5, 370	8, 968	75	69	6	.....
Manitowoc,.....	72	51	128	469, 554	898, 450	84	.....	.....	.....
Marathon,.....	58	88	86	86, 925	44, 536	*120	48	72	.....
Marquette,.....	58	77	162	246, 782	104, 882	42	64	.....	22
Milwaukee—District No. 1,.....	71	40	111	208, 872	182, 178	88	.....	.....	.....
do District No. 2,.....	111	55	166	988, 120	646, 458	65	.....	.....	.....
Monroe,.....	58	72	180	290, 784	198, 848	68	60	8	.....
Oconto,.....	68	67	138	80, 514	56, 887	70	68	2	.....
Ontonagon,.....	59	62	121	810, 663	202, 268	65	67	.....	2
Ozaukee,.....	81	48	124	816, 253	221, 662	70	.....	.....	.....
Pepin,.....	59	62	121	55, 115	29, 278	53	64	.....	11
Pierce,.....	35	56	91	97, 196	88, 506	90	99	.....	9
Polk,.....	83	56	88	27, 825	26, 689	92	81	61	.....
Portage,.....	48	54	97	149, 269	125, 829	84	65	19	.....
Racine,.....	78	68	141	604, 699	501, 984	88	88	.....	.....
Richland,.....	47	37	84	206, 684	211, 417	*106	68	.....	.....
Rock,.....	76	76	152	1, 164, 700	792, 077	68	68	5	.....
St. Croix,.....	52	51	108	142, 999	148, 244	*100	70	.....	.....
Sauk,.....	61	53	114	505, 991	400, 557	79	68	16	.....
Shawano,.....	64	47	111	17, 978	7, 275	40	.....	.....	.....
Sheboygan,.....	79	51	180	698, 285	538, 664	77	54	28	.....
Trempealeau,.....	50	65	115	81, 240	61, 674	76	55	21	.....
Vernon,.....	48	44	87	203, 923	148, 888	70	63	7	.....
Walworth,.....	73	75	148	860, 490	662, 499	77	64	13	.....
Washington,.....	85	41	126	548, 662	355, 612	64	69	.....	5
Waukesha,.....	76	65	141	834, 934	548, 999	65	61	4	.....
Waupaca,.....	64	58	122	286, 840	225, 217	80	85	.....	5
Wausara,.....	53	62	115	244, 774	170, 663	70	65	5	.....
Winnebago,.....	71	67	138	795, 897	567, 259	71	51	.....	20
Wood,.....	66	78	189	75, 984	41, 943	55	68	.....	18
Total,.....	61	59	120	21, 275, 861	18, 790, 729	65	64	.....	.....

The percentage of punctual attendance, as based upon the number entitled to school privileges, is 44, a slight increase over the percentage of last year. This percentage will give an actual daily attendance of but 141,225. The remaining 73,938 of the number enrolled and the 105,763 not enrolled, together make an army of truants, whose influence may well be feared. Habits of indolence and of consequent vice are being formed by a large majority of this army. This state needs to be aroused to a sense of this terrible evil. Every effort, direct and indirect, should be put forth to prevent it. Prevention is easier than cure. The school should be made such as will attract children. Parents should see that their children are not detained for any trivial cause. All who have the interests of the state at heart, should unite in bringing into the schools those for whose special benefit they are designed. There is progress in the right direction, but not a tithe of what needs to be done is yet commenced. School houses must be enlarged and beautified. Teachers must be more regularly employed, and must have more sympathy and cooperation on the part of their employers. In return for this, Teachers must feel more the responsibility resting upon them, and exhibit more energy and better system in teaching. Citizens must be made to feel the importance of greater liberality and of more steady devotion to the cause of popular education. Our state constitution needs such an amendment as will allow an apportionment of public funds upon the basis of school attendance, rather than upon the census of children. When this is accomplished public sentiment may sustain a law enforcing attendance upon school.

The number of children under 4 years of age reported as attending school is 583 less than for the year 1862. This is a falling off of nearly 25 per cent., (I wish I could say 100 per cent.) No child should be sent to school under 4 years of age.

TEACHERS.—The number of persons engaged in teaching the past year is 7,403; classified nearly as follows: Males 1,894, Females 5,509. Of this number 5,976, a little more than 80 per cent., have been engaged in teaching previous to the past year. The number of beginners is, I think, less than during any previous year.

The following will show very clearly the effect of the war upon the relative number of Male and Female Teachers:

	1862.	1863.
Males, winter term,.....	2,349	1,812
Males, summer term,.....	418	853
Females, winter term,.....	1,810	2,531
Females, summer term,.....	3,462	3,765
The largest number that could have been employed, according to reports, during the whole year is,.....		2,229
The smallest number that, according to the reports, could have been employed in the same schools for the full year is,.....		1,058

The reports received from County Superintendents lead me to believe that the number employed for the year in the same schools is considerably above the minimum named. Admitting the minimum to be the true number, we have a very respectable number, who may be regarded as Teachers for life.

I have collated a few facts from the special reports relative to the certificates held by Teachers now in the state, and find that about 25 per

cent. of the applicants have failed to pass the examination required. Of those passed, not more than one hundred hold First Grade Certificates. About two hundred and seventy-five hold Second Grade Certificates. More than one thousand hold Limited Certificates, and the balance have Third Grade Certificates. This enumeration does not embrace city Teachers, since they are not examined by the County Superintendents.

Many who might easily secure First or Second Grade Certificates have rested content with a Third Grade, since it involves an examination upon all branches they are required to teach.

Dodge, Grant, and Waupaca counties take the lead in number of First Grade Certificates.

Dodge, Grant, Milwaukee, Rock, Walworth, Washington, Waukesha, Waupaca, and Waushara counties lead in Second Grade Certificates.

TEACHERS' WAGES.—Male Teachers have received an average of \$27.11 per month during the year. Female Teachers have received an average of \$16.81 per month.

This compares with 1862, as follows :

	1862.	1863.
Male Teachers.....	\$ 25 82.	\$ 27 11
Female Teachers.....	15 82.	16 81

This increase is gratifying, though it is hardly sufficient to meet the increased expense of living.

The lowest average wages during Winter Term is paid Male Teachers in Kewaunee County, \$20.44. The lowest actual wages is paid in Quincy, Adams County, and Bell Plain, Shawanaw County, \$12.00.

Eau Claire County shows the highest average wages paid Male Teachers during Winter Term, \$35.38. The highest actual wages paid is in Racine City, \$105.00.

The wages paid Female Teachers, during Winter Term, is as follows :

Lowest average in Waushara County.....	\$ 13 81
Highest average in Clark County.....	23 00
Lowest actual in Union, Pierce County.....	9 30
Highest actual in Baraboo, Sauk County.....	39 83

For Summer Term the showing is as follows :

For Male Teachers :

Highest average in Rock County.....	\$ 91 17
Lowest average in Green Lake County.....	11 09
Highest actual in Racine, Racine County.....	105 00
Lowest actual in Marion, Juneau County.....	9 00

For Female Teachers :

Highest average, Douglas County.....	\$ 24 00
Lowest average, Waushara County.....	12 58
Highest actual, Madison, Dane County.....	31 46
Lowest actual, Clearfield, Juneau County.....	8 75

In some of these instances, the number of teachers upon which the average is based is very small. The highest average may be the actual wages paid a single Teacher, and so with the lowest average. No person seeking employment as a Teacher, should be guided by the averages. The actual wages paid may serve as a guide.

Twenty counties in the State pay an average of over \$30 per month to Male Teachers during the Summer Term.

Six counties pay an average of over \$20 per month to Female Teachers during the Summer Term.

SCHOOL TAXES.—The whole amount of School Taxes for the year is reported at \$679,798.99, which is less by \$23,565.55, than the taxes for 1862. As population increases, the expenses of schools should increase slightly, but for two years past Taxes have been lighter, and yet I am satisfied that schools have not been poorer. During the last year the proportion of Female Teachers employed has been much larger than before, thus diminishing the amount of money needed for Teachers' wages. The principal diminution, however, has been under the head of School House Taxes, and Taxes for Incidental Expenses. Milwaukee County raises the largest Tax for Teachers' wages,—next comes Rock County, and next Fond du Lac.

It would create less trouble if all Taxes for Teachers' wages could be raised by Towns, and then expended by Town School Boards. This can only be done under the Township District System.

Of the \$2,446.75 raised for purchase of Maps and Charts, Waupaca County takes the lead. Winnebago and Dodge Counties follow Waupaca, with nearly an equal amount.

From the following Table showing the amount of Tax raised per scholar for Teachers' wages, it will appear as a general thing, that counties having the least population in proportion to territory, are compelled to raise the most money per scholar. This is true of districts as well as of counties, and may be used as an argument in favor of large and populous districts.

COUNTIES.	1861-2.	1862-3.
Adams,.....	\$1, 58	\$2, 02
Ashland,	1, 11	1, 40
Brown,.....	91	1, 38
Buffalo,.....	2, 59	2, 71
Calumet,.....	1, 21	1, 46
Chippewa,.....	2, 41	3, 46
Clark,.....	8, 11	9, 66
Columbia,.....	1, 81	1, 76
Crawford,.....	1, 75	1, 96
Dane,	97	97
Dodge,	1, 15	1, 19
Door,	3, 03	3, 62
Douglas,.....	5, 81	5, 82
Dunn,.....	2, 48	2, 95
Eau Claire,.....	3, 12	3, 39
Fond du Lac,.....	1, 43	1, 42
Grant,.....	1, 36	1, 28
Green,.....	1, 26	1, 25
Green Lake,.....	2, 04	2, 04
Iowa,.....	1, 24	1, 21
Jackson,.....	2, 36	2, 78
Jefferson,.....	94	91
Juneau,.....	2, 04	1, 89
Kenosha,.....	1, 44	2, 34
Kewaunee,.....	1, 19	1, 64
La Crosse,.....	1, 50	1, 19

COUNTIES.	1861-2.	1862-3.
La Fayette,.....	88	1, 04
La Pointe,.....	4, 86	4, 20
Manitowoc,.....	4, 62	1, 48
Marathon,.....	3, 80	4, 38
Marquette,.....	1, 29	1, 51
Milwaukee,.....	2, 28	1, 42
Monroe,.....	2, 11	2, 72
Oconto,.....	2, 38	2, 28
Outagamie,.....	1, 84	2, 02
Ozaukee,.....	62	56
Pepin,.....	2, 25	2, 48
Pierce,.....	2, 81	2, 74
Polk,.....	4, 77	4, 76
Portage,.....	2, 36	2, 70
Racine,.....	1, 69	1, 54
Richland,.....	1, 20	1, 26
Rock,.....	1, 32	1, 80
Sauk,.....	1, 17	1, 58
Shawano,.....	10, 30	8, 85
Sheboygan,.....	97	84
St. Croix,.....	3, 04	3, 46
Trempealeau,.....	2, 08	3, 06
Vernon,.....	1, 30	1, 24
Walworth,.....	1, 82	1, 55
Washington,.....	65	52
Waukesha,.....	1, 44	1, 42
Waupaca,.....	2, 27	2, 25
Waushara,.....	1, 87	1, 58
Winnebago,.....	1, 50	1, 59
Wood,.....	4, 54	5, 47
Average,.....	\$2, 23	\$2, 39

Much money raised by districts is very carelessly expended. Incompetent men are sometimes intrusted with public funds, so that a portion of the taxes raised for school purposes is wasted. From correspondence received at this office, I am gratified to believe that there is improvement in this matter, and that funds are better cared for than during years past. There seems to be a disposition to select better men, and to hold them to strict account for the faithful performance of their duty.

During the year there has been placed in the hands of district treasurers more than eight hundred thousand dollars. So large a sum should not be intrusted to even 4,000 men without the guaranty afforded by intelligence and honesty.

SCHOOL HOUSES AND SCHOOL HOUSE SITES.—The number of school house sites containing less than one acre is 216 more than last year, and the number of sites uninclosed is 147 more than last year. These statements prove the inaccuracy of reports, or growing negligence on the part of the people. I have no doubt that the former is the true conclusion, for I am convinced that the people are not more careless than in 1862. The counties having the largest number of small, and of uninclosed sites, are

generally those having the largest population and the most wealth. This ought not so to be.

The number of school houses without black-boards is quite small, 493. I fear some are reported as having black-boards that have but a poor apology for such a useful piece of furniture. In many school houses I have found the blackboard entirely inaccessible to the small children, for whose benefit it should be prepared. Ashland, Douglas, Kenosha, La Pointe and Racine counties report no destitution in this respect. But two of these counties have many school houses that could be destitute. The counties that report the greatest lack of black-boards are invariably heavily timbered counties, showing the truth of the old adage that "Shoemakers' children often go barefoot."

School houses have increased in number from 3,909 in 1862, to 4,168 in 1863, and are classified as follows :

	1862.	1863.
Stone School Houses,.....	166	188
Brick School Houses,.....	192	192
Frame School Houses,.....	2324	2495
Log School Houses,.....	1227	1298
	3909	4168

Ashland and Racine counties have no log school houses, and Kenosha county but one. Nearly one-fourth of the log school houses of the State are found in the counties of Washington, Richland, Manitowoc, Sauk, Vernon, and Dane.

Dodge county has the largest number of frame school houses.

Jefferson county has the largest number of brick school houses.

Dane county has most stone school houses.

Grant county takes the lead in amount of tax raised for school houses.

The average valuation of school houses is nearly \$4 less than last year. This does not show any real decrease in total valuation, for there have been some very valuable houses erected, but it evinces a more correct appreciation of the value of a school house. Some fanciful values are still attached to relics of school houses, and some are not ashamed to own that they allow a school house worth from three cents to three dollars, to be occupied by their children during the winter months.

The city of Janesville reports the most valuable school house, \$38,000, but its lowest valuation is reported at \$300. Sheboygan city has but one house, and that is valued at \$10,000. Milwaukee and Beloit report no house worth less than \$4,000. Depere, Brown county, has none worth less than \$3,500, and La Crosse, and Boscobel, Grant county, have none worth less than \$3,000.

Rock county stands first in amount invested in school houses, \$121,975. Then follows Milwaukee, \$95,000; next Dane, \$76,532; Dodge, \$69,589; Grant, \$65,233; Racine, \$60,400; Waukesha, \$54,175; Fond du Lac, \$45,950; Walworth, \$44,797; Winnebago, \$42,304; Columbia, \$41,494; Kenosha, \$41,118. All others fall below \$40,000 each.

PRIVATE SCHOOLS.—There is nothing in the reports under this head that is deemed very reliable. District clerks have no data to go by which will make the reports a safe basis for any comments.

LIBRARIES.—The number reported is very small. I have just received

a very neat and well classified catalogue of the books in the Racine high school library. The library numbers 1,580 volumes, of which all, with perhaps the exception of 100, are most excellent books.

Class A, History,.....	contains	215	volumes.
do B, Biography,.....	do	212	do
do C, Voyages and Travels,.....	do	112	do
do D, Science and Art,.....	do	268	do
do E, Poetry,.....	do	185	do
do F, Literature,.....	do	844	do
do G, Juvenile Works,.....	do	190	do
do H, Public Documents,.....	do	98	do
do I, Maps, Atlases, etc.,.....	do	41	do

I have been thus particular because there is no city in the State that may not have a similar Library. None can have a better one.

TRAVELS, &c.

During the year past, there have been more calls upon me for assistance at Institutes, and Teachers' Associations, than during any previous year. To meet these calls, either myself or my Assistant has been constantly employed, whenever the duties of the office would permit our absence.

The counties visited are Brown, Columbia, Crawford, Dane, Dodge, Fond du Lac, Grant, Green Lake, Iowa, Jefferson, Juneau, Kenosha, La Crosse, La Fayette, Milwaukee, Outagamie, Racine, Richland, Rock, Sauk, Sheboygan, Trempealeau, Walworth, Waukesha, Waupacca, Waushara, Winnebago, and Wood.

Nearly seventy public addresses have been delivered, and much time has been given to Institute work in connection with the County Superintendents.

As heretofore, we have been most kindly received by the people of the several localities, and I find the interest in schools everywhere extending. The people generally have a more intelligent understanding of the wants, and of the capacity of the public school system.

WEBSTER'S UNABRIDGED DICTIONARY.

During the four years past I have distributed, according to law, one thousand copies of Webster's Unabridged Dictionary. Special pains have been taken to secure their safe delivery. There are on file in my office receipts from parties making application for them, for *nine hundred and ninety-nine*. The remaining *one* has been sent out within the past three months, and sufficient time has not yet elapsed to secure its delivery and the return of the proper receipt. The detailed statement of the distribution for the past year is herewith submitted.

In order to supply demands from new districts, it will be necessary to purchase two hundred copies for distribution the ensuing year.

In pursuance of chapter 51 of the general laws of 1863, a purchase was made of one hundred copies of Webster's Unabridged Dictionary, for the use of unsupplied districts. Of these ninety-eight copies have been distributed as follows:

COUNTIES AND TOWNS.

TOTAL.

<i>Brown</i> —Eaton, 1,.....	1
<i>Buffalo</i> —Belvidere, 1,.....	1
<i>Chippewa</i> —Lafayette, 2; Chippewa Falls, 2; Eagle Point, 5,.....	9
<i>Columbia</i> —Fort Winnebago, 1,.....	1
<i>Crawford</i> —Prairie du Chien, 2,.....	2
<i>Dane</i> —Perry, 1; Madison city, 1,.....	2
<i>Door</i> —Forestville, 1,.....	1
<i>Dunn</i> —Dunn, 2; Spring Brook, 3,.....	5
<i>Fond du Lac</i> —Rosendale, 2,.....	2
<i>Grant</i> —Hickory Grove, 3; Lancaster, 1; Cassville, 1,.....	5
<i>Green</i> —Decatur, 3; Albany, 2,.....	5
<i>Iowa</i> —Mifflin, 1; Moscow, 2; Mineral Point, 1; Ridgeway, 3; Linden, 1; Dodgeville, 2,.....	10
<i>Jackson</i> —Alma, 1; Albion, 1; Manchester, 1; Springfield, 1,.....	4
<i>Juneau</i> —Lemonwier, 1; Seven Mile Creek, 1,.....	2
<i>Kenosha</i> —Brighton, 1,.....	1
<i>La Crosse</i> —Farmington, 1,.....	1
<i>Lafayette</i> —Fayette, 2; Gratiot, 1,.....	3
<i>Manitowoc</i> —Eaton, 1; Two Rivers, 1,.....	2
<i>Marathon</i> —Eaton, 1; Wausau, 1,.....	2
<i>Milwaukee</i> —Milwaukee city, 2,.....	2
<i>Monroe</i> —Adrian, 1; Ridgeville, 1,.....	2
<i>Outagamie</i> —Dale, 3,.....	3
<i>Polk</i> —Farmington, 1; Lincoln, 1,.....	2
<i>Portage</i> —Eau Pleine, 1; Sharon, 3,.....	4
<i>Racine</i> —Mount Pleasant, 1,.....	1
<i>Richland</i> —Akan, 1,.....	1
<i>Rock</i> —Milton, 1,.....	1
<i>Sauk</i> —Lavalle, 1; Troy, 1,.....	2
<i>Saint Croix</i> —Hudson, 1,.....	1
<i>Shawano</i> —Waukecheon, 1,.....	1
<i>Trempealeau</i> —Ettrick, 4; Gale, 2; Lincoln, 2,.....	8
<i>Vernon</i> —Forest, 1; Viroqua, 1; Webster, 1,.....	3
<i>Walworth</i> —La Grange, 1,.....	1
<i>Waukesha</i> —Delafield, 1,.....	1
<i>Waupaca</i> —Scandinavia, 2; Caledonia, 1; Little Wolf, 1,.....	4
<i>Winnebago</i> —Rushford, 2,.....	2
Total,.....	98

Under section 4 of chapter 41 of the general laws of 1861, Dictionaries have been sold, to replace those lost by districts, at the price which they cost the State, as follows:

<i>Dane</i> —Dane,.....	1
<i>Rock</i> —Rock,.....	1—2

For the price of these two dictionaries I hold the receipts of the State Treasurer, the sums received for them having been returned to the income of the school fund.

The account with the State therefore stands as follows:

<i>Superintendent of Public Instruction in account with the State of Wisconsin:</i>		CR.	DR.
1863.			
April 1.	To purchase of Webster's Unabridged Dictionary in accordance with chap 51 G. L. of 1863, of one hundred copies..		100
1863.			
Dec. 10.	By distribution as above	98	
"	By sale as authorized by section 4 of chapter 41 General Laws of 1861.....	2	
		100	100

SCHOOL FUND.

This fund will be fully explained by reference to the following provisions of the constitution and statutes of the state: Section 2 of article 10 of the constitution of the state, provides that "the proceeds of all lands that have been or hereafter may be granted by the United States to this state, for educational purposes, (except the lands heretofore granted for the purposes of a University,) and all moneys, and the clear proceeds of all property that may accrue to the state by forfeiture or escheat; and all moneys which may be paid as an equivalent for exemption from military duty; and the clear proceeds of all fines collected in the several counties for any breach of the penal laws; and all moneys arising from any grant to the state, where the purposes of such grant are not specified; and the five hundred thousand acres of lands; to which the state is entitled, by the provisions of an act of congress, entitled 'an act to appropriate the proceeds of the sales of public lands, and to grant pre-emption rights,' approved the fourth day of September, one thousand eight hundred and forty-one; and also the five per centum of the net proceeds of the public lands to which the state shall be entitled on her admission into the Union, (if congress shall consent to such appropriation of the two grants last mentioned,) shall be set apart as a separate fund, to be called the School Fund.

"Provision is also made by law, that twenty-five per cent. of the net proceeds of the lands granted to this state by act of congress, approved September 28, 1860, and all of the purchase money for the lands selected by or under authority of this state in lieu of swamp and overflowed lands sold or otherwise disposed of by the United States, since the passage of the aforesaid granting act, shall form and be constituted a part of the School Fund of this state."—(*From Report of Hon. J. T. Lewis.*)

The only sources that have been to any extent available, are

1. 16th Section Lands, 500,000 Acre Tract Selected Lands,—(according to act of congress above referred to.)
2. Swamp Lands,—(one fourth, according to State Law.)

The Fund has been very slightly increased by collections of Fines for breaches of the penal laws.

The five per centum of the net proceeds of the public lands, to which the State was entitled, upon her admission to the Union, has been withheld, to offset some claims held by the General Government against the State, on account of the Rock River Canal Grant.

The 16th Section Lands, the 500,000 acre Tract, and the Selected Lands have been sold, the purchasers paying 10 per cent. of purchase money in advance, and receiving certificates of sale upon which 7 per cent. annual interest must be paid by the purchaser in advance.—(The Law of April 2, 1862, quoted below, changes the conditions of sale.) Payment of interest at any time previous to the 31st day of May, is by law made advance payment. Six months or more is allowed for redeeming lands that are forfeited by non-payment of interest, a penalty, of 3 per cent. upon purchase money due, being demanded of the person holding the certificate. At the expiration of the time allowed for redemption, the lands are thrown

into the market, and if no purchaser appears, they are bid in by the State, and are held subject to sale.

The Swamp Lands are sold as above—except that the Commissioners have power, in their discretion, to demand a larger percentage of the purchase money in advance. The purchasers may at any time pay up the balance due upon their certificates, or any part thereof. When full payment is made, Patents are issued by the School Land Commissioners.

Here it may be proper to remark, that by decision of the Supreme Court, the Patents issued by the Governor of the State, are void, and new Patents have been issued by the School Land Commissioners, which can be secured by those holding the invalid Patents, upon presentation of the Patents now held.

All money received upon Principal from the sales of School Lands, and one fourth of all money received from sales of Swamp Lands, and the three per cent. (formerly five per cent.) penalties for non-payment of interest at the proper time, are loaned by School Land Commissioners, as upon sufficient securities at 7 per cent. interest. Until 1862, these loans were made, in sums not exceeding 500 dollars, to individuals in different parts of the State. Since the spring of 1862, the whole is loaned to the State. Under the former system of loaning, Mortgaged Lands were sold upon forfeiture of loans.

The interest upon certificates, and the interest upon loans, constitute the *School Fund Income* which is distributed each year. This Income of course varies with the transactions of each year. Some years large forfeitures are made, and no re-sales are effected. Much land therefore comes back to the possession of the State, and of course no interest is realized Up to the year 1858, and including that year, large sales were effected. With the financial reverses came very large forfeitures of certificates and Mortgaged Lands. These forfeitures continued large until 1861. During the year 1862 they were much smaller, and during the year 1863 still smaller. As forfeitures diminished, sales increased, both being affected by the same causes.

The condition of the Fund September 30, 1863, was as follows :

Due on School Land Certificates,.....	\$ 1, 173, 242 58
Due on School Fund Loans,.....	1, 007, 437 08
Due on Swamp Land Certificates,.....	\$ 327, 146 15
Of which one fourth belongs to the School Fund,	81, 786 54
Total Fund,.....	<u>\$ 2, 262, 466 15</u>

As compared with the year ending September 30, 1862, it stands as follows :

	1862.	1863.
School Land Certificates,.....	\$ 1, 242, 846 10	\$ 1, 173, 242 58
Mortgaged Lands and State Bonds,...	897, 425 15	1, 007, 437 08
Swamp Land Certificates,.....	79, 634 34	81, 786 54
Total Fund,.....	<u>\$ 2, 219, 905 59</u>	<u>\$ 2, 262, 466 15</u>

From the above showing, it appears that the total Fund has been increased by the sum of \$42,660 56. In School Land Certificates there is a

decrease of \$69,603 52. In Swamp Land Certificates there is an increase of \$2,152 20. In School Fund Loans there is an increase of \$110,011 88.

The decrease in School Land Certificates arises from an excess of payments, and forfeitures over sales for the year. When full payment is made there is no further danger of forfeiture.

The increase in School Fund Loans arises from the excess of payments upon certificates and loans, over forfeited loans.

The change made in investment of School Fund, by the legislatures of 1862, and 1863, saves much to the Fund, since there is no danger of forfeiture, and the rate of interest is the same as before, while the expense attending its care is really diminished.

The transactions in the School Fund during the year ending September 30, 1863, are, according to the report of the Secretary of State, as follows :

RECEIPTS.

Sales,.....	\$22,981 50
Dues,.....	142,771 88
Loans,.....	98,587 46
Penalty, and advertising,.....	4,375 82
Taxes,.....	26,665 02
Fines,.....	1,881 65
Refunded by Counties,.....	210 23
	<hr/>
	\$292,428 51

DISBURSEMENTS.

Loans,.....		\$269,600 00
Delinquent taxes,.....		22,128 85
Advertising,.....		2,252 44
Refunded,.....		992 58
Clerks', and sheriffs' and attorneys' fees,.....		587 60
Appropriation to J. H. Foster,.....		120 00
		<hr/>
	\$292,428 51	\$295,675 97
Transferred from other funds,.....	4 70	
Balance September 30, 1862,.....	10,527 78	
...do.....do.....30, 1863,.....		7,280 02
	<hr/>	<hr/>
	\$302,955 99	\$302,955 99

In April 1863, the following act was passed :

SECTION 1. The commissioners of school and university lands are hereby authorized and required to graduate and reduce the prices of school and university lands now belonging to this State, in the manner hereinafter specified. Upon all such lands as have once been sold, and forfeited, and resold to the State, and which shall remain in the hands of the State unsold upon the day of the passage of this act, the price shall be reduced, by deducting from the price now fixed by law, the amount of the interest, penalties, and advertising due the State at the time of such re-sale, and twenty per cent of the amount of principal due the State at the time of forfeiture: *provided*, that in no case such lands shall be sold for less than seventy-cents per acre, exclusive of all taxes.

SEC. 2. Upon all school and university lands now belonging to the State, which have once been offered for sale, and not sold, and which

shall remain unsold on the day of the passage of this act, the price now fixed by law shall be reduced by deducting therefrom thirty-three and one third per cent: *provided*, that in no case such land shall be sold for less than seventy-five cents per acre.

SEC. 3. At least one-fourth of the purchase money of all school and university lands shall be paid at the time of the sale thereof, and the commissioners may require the whole price thereof at the time of sale, if in their judgment the interests of the State shall demand it. In case full payment be made at the time of purchase, no affidavit shall be required of the purchaser.

NOTE.—The section of the statute referred to as requiring an affidavit, was repealed by the legislature of 1863.

The following facts, kindly furnished by J. A. Bate, chief clerk in the school land office, show the number of tracts forfeited for 1863, as compared with the number forfeited in 1862; also the number of acres sold by quarters, comparing 1863 with 1862:

FORFEITED LANDS.

Forfeited lands for.....	1862	1863
No. of tracts,.....	3596	1616

SALES FOR 1862, AND 1863.

Quarter ending December 31, 1861,.....	acres,.....	13,512.92
.....do.....March 31, 1862,.....	do.....	4,462.68
.....do.....June 30, 1862,.....	do.....	8,796.58
.....do.....September 30, 1862,.....	do.....	2,248.91
Total,.....		<u>24,005.99</u>
Quarter ending December 31, 1862,.....	acres,.....	9,821.89
.....do.....March 31, 1863,.....	do.....	12,476.36
.....do.....June 30, 1863,.....	do.....	12,196.36
.....do.....September 30, 1863,.....	do.....	10,542.64
Total,.....		<u>45,037.15</u>

These figures show a great increase in sales during the year ending September 30, 1863. Sales may have been stimulated by the act of 1863, given above, but so many circumstances may be brought in as affecting this method of investing money, that it is impossible at present to say how far the act of 1863 has tended to the result reached.

SCHOOL FUND INCOME.

The following statements, from the report of the Secretary of State, show the transactions in this fund for the year ending Sept. 30, 1863.

The interest derived from the school fund, together with the revenues arising from interest on the unpaid balances that may be due on the sales of school lands, and from leases of said lands, constitute the school fund income. This income is apportioned annually by the State Superintendent.

ent for the benefit of common schools. The transactions in this fund during the last fiscal year, have been as follows, viz.:

RECEIPTS.

Receipts,..... \$145,250 01

DISBURSEMENTS.

Apportioned by State Superintendent,.....		\$135,725 46
Clerk hire in school Land office,.....		3,981 97
Clerk hire in Treasurer's office,.....		1,724 33
Clerk hire in Secretary's office,.....		600 00
Clerk hire in Attorney General's office,.....		868 10
Clerk hire for Com'rs of School and University Lands,		200 00
Protecting State lands,.....		438 52
Journal of Education,.....		3,445 00
Printing,.....		1,142 30
Refunded,.....		4,258 99
Dictionaries,.....		450 00
Express charges,.....		48 35
	\$145,250 01	\$152,383 02
Transferred from other funds,.....	2,718 82	
Transferred to other funds,.....		88 67
Balance September 30, 1862,.....	34,169 33	
Balance September 30, 1863,.....		29,721 47
	<u>\$182,188 16</u>	<u>\$182,188 16</u>

According to the above report, the actual interest paying fund for the fiscal year ending September 30, 1863, was \$2,675,000, an increase of about \$50,000 upon the interest paying principal of the previous year.

APPORTIONMENT FOR 1863.

This apportionment was made upon the 13th day of June, and was upon the basis of 44 cents per scholar.

The amount apportioned was..... \$135,725 46
Of which \$58 50 was to correct errors of 1862..

Since the apportionment of June, errors have been discovered in the returns of the town clerks of two towns of Adams county, which have been properly certified to by the said town clerks, and an apportionment was made Oct. 8, to these two towns, Richfield and Dell Prairie, of..... 36 50

Making the whole amount apportioned..... \$135,761 96

A detailed statement of the apportionment to the several towns and counties of the State will be found in appendix, table No. 1.

The whole amount of Income, payable to my order for the year, is..... \$139,656 96

I have apportioned as above..... \$135,761 96

Paid for Webster's Dictionary as per chapter 51, general laws 1863,..... 450 00

Paid for Journal of Education, as per chapter 23, revised statutes, sections 102-107,..... 3.445 00

\$139,656 96 \$139,656 96

TEXT BOOKS.

Four years observation has not changed at all my general views upon the subject of text books, as expressed in my report for 1860. I therefore repeat, in the main, what I then said.

In examining text books for recommendation, I have given attention only to such as are proper subjects of study in the common district school. The teachers of high schools, and of union schools, who are generally retained year after year, are better judges than I of what books are best suited to their schools. In fact the more advanced schools should not be confined to any particular text book. They should have a wide range of reference books, using as a special text book that which best suits the teacher. The objection of frequent change can not lie against this course, since the same teacher is continued for several successive years. In our common district schools, however, changes in teachers are made almost every term; hence the wisdom of our legislators in taking this matter of the selection of text books out of the hands of the teachers, and providing that "The board in each school district shall have power, under the advice of the Superintendent of Public Instruction, to determine what school and text books shall be used in the several branches taught in the school of such district." (Section 63, chapter 155, general laws of 1863.) This duty of the district board is very generally neglected, and just complaints are made of the frequent changes of text books. Each new teacher has his favorite authors, and if permitted, will introduce a complete change of books, involving often great expense to the district without any corresponding advantage. If uniformity be attained at all by such a course, it is an ever-changing uniformity. The almost universal result of such negligence on the part of the district board is a great diversity of text books, requiring multiplication of classes to a great extent, and a corresponding diminution of time given to each class, so that in some schools more time is spent in passing to and from their so-called recitations, than is spent in recitation itself. Uniformity of text books is absolutely essential to the success of any school. It is very desirable for a town, and for such a tract of country as seeks its supplies at a common commercial center.

The books I have recommended below are such as commend themselves to my judgment. I would advise their adoption in all schools where no uniformity at present exists. Where uniformity has been already secured, I cannot advise a complete change, for in the multitude of good books one can often find little to choose between them, and the cost of a change will more than overbalance the superior merit of the books recommended.

MORAL INSTRUCTION—The Bible.

READERS.—Between the three series most in use in the state I can find little difference as to general arrangement, quantity and quality of matter. In paper, typographical execution, illustration and binding I prefer Parker and Watson's Series to either Sanders' or McGuffey's.

SPELLERS.—The National Pronouncing Speller. Watson's Phonetic Tablets (or spelling cards.)

- ORTHOGRAPHY.**—Wright's. Sanders' & McElligott's Analysis.
COMPOSITION.—Lilienthal's Things Taught. Quackenbos' Composition.
GRAMMAR.—Pinneo's Primary Grammar. Greene's Analysis, and Clark's Grammar.
ARITHMETIC.—Stoddard's Intellectual Arithmetic. Ray's Series and Ray's Higher Arithmetic, (new edition.)
ALGEBRA.—Robinson's.
GEOGRAPHY.—Allen's Primary. Monteith and McNally's. White's Class Book.
PHYSICAL GEOGRAPHY.—Warren's.
OUTLINE MAPS.—Guyot's.
PHYSIOLOGY.—Mrs. Cutter's Primary Work. Hitchcock's Physiology.
HISTORY OF THE UNITED STATES.—Lossing.
NATURAL HISTORY.—Mrs. Redfield's Chart of the Animal Kingdom, and Mrs. Redfield's Zoological Science.
BOTANY.—Gray's "How Plants Grow."
NATURAL PHILOSOPHY.—Parker's First Lessons, Quackenbos.
BOOK-KEEPING.—Bryant & Stratton.
PENMANSHIP.—Spencer.
GENERAL SCIENCE.—Youman's Hand Book.
CHARTS.—Wilson (with Manual.)
REFERENCE BOOKS.—All that can be obtained.

NORMAL SCHOOLS.

Since 1859 Teachers' Institutes have been quite frequently held. At first they were seldom continued beyond one week. Many were of shorter duration. During the four years of this continuance, the demand for longer sessions has steadily increased. During the fall of 1863, several Institutes were held, varying in length from four to twelve weeks. This change in length of sessions, has sprung from the inevitable tendency of such institutions. As the Teacher has realized the benefit of the Institute, he has felt more and more the necessity of professional culture. Short Institutes will not meet this necessity, neither can it be fully met by county normal schools, since they are but poorly supplied with proper teachers, and with such appliances as are indispensable to their highest success.

During the past six years the board of Normal Regents has endeavored to encourage professional training, by rendering assistance to such schools as would establish and maintain a Normal Department. For two years this aid was given to schools in proportion to the number of pupils pursuing certain prescribed studies. The course prescribed was such as to entitle the school to aid for nearly all its registered pupils. Little or no good was accomplished by this course. During the past four years better regulations have prevailed, and only such pupils as could pass a required examination have been counted as normal students. This examination has been thoroughly conducted, and the majority of those who have received the recommendatory certificate, granted by the Board of Regents are actually engaged in teaching. None have been admitted to the Normal classes who were not designing to teach. These Normal Departments

of colleges, academies, and high schools, have not satisfactorily met the necessity. They are almost always subordinate departments, nor will the aid furnished, warrant giving them a prominent place. They will in all cases, therefore, be of secondary importance in the minds of the trustees and teachers. Much good has been accomplished by these agencies, but they are at present inadequate to the demand. Permanent normal schools are needed, whose sole business shall be the training of teachers. The department of normal instruction of the State University, has been opened within the past year, and the attendance has been very large. Many pupils connected with it, are not normal students, and have no expectation of engaging in the work of teaching. The circumstances under which it was opened, rendered such a course advisable. A course of study has been adopted, but it will be next to impossible to pursue such a course of training in the art of teaching, as is essential to complete professional culture. The model school can not be engrafted upon the Normal Department of the University. By degrees this will be made a strictly Normal School, so far as it can be. There is no reason why it will not be needed, and patronized as a permanent school.

No one school will supply the wants of the State. The State should make liberal provision for the professional training of her teachers. At any rate a movement should soon be inaugurated to establish one school at some point that cannot be easily accommodated by the Normal Department of the State University. Eventually, still other Normal Schools will be erected. We should look to the establishment of not less than four such schools, including the Normal Department of the University. Whenever the State is ready to establish such a school, there will be little difficulty in securing, from interested localities, the offer of suitable buildings. No argument need be adduced in favor of the Normal School. Its advantages and its claims are well understood. The only question that can arise is a question of time of establishment. It is my impression that the present is the proper time to take the initiatory steps.

STATE TEACHERS' ASSOCIATION.

The eleventh Annual Meeting of this Association, was held at Kenosha, July 29th, 30th, 31st, and August 1st. S. H. Peabody, Principal of the High School of Racine, presided. Professor Emerson, of Beloit College, delivered the first address—subject—"Popular Education." The speaker traced the origin of the idea to Greece, and gave to her bards the honor of originating the most improved methods of imparting instruction to the young. The effect of education upon individuals in uniting them, and making *one* of *many*, was happily illustrated. The strength of the State lies in the proper education of the citizens.

The President, S. H. Peabody, after touching briefly upon the marks of progress in the educational field, dwelt at length upon the proposed Agricultural College, and urged its establishment upon the broad basis of a Polytechnic College, furnishing technical instruction in construction, (including civil engineering, and architecture,) mining, and metallurgy, mechanics, chemistry (with its applications to manufactures and agriculture,) and military tactics. The importance of making provision for such

instruction in our own State and country, was enforced by statistics showing our dependence upon other nations for many of the fruits of scientific training.

Prof. R. Edwards, of Illinois State Normal School, addressed the Association upon the "influence of teaching upon the character of the teacher." The lecturer defended the proposition, "that a teacher may, in all respects, be manly, since his profession, rightly viewed, never dwarfs, but always expands his powers."

J. D. Philbrick, Superintendent of Schools of Boston, urged upon teachers the important work of "self-culture." Prominent examples were adduced in illustration of his theme.

The matter of physical education, was presented both theoretically and practically, by Prof. Hascall, of Michigan.●

A committee appointed at a previous meeting, reported upon some needed modifications of our school system. The main portions of the report, are herewith presented.

REPORT OF COMMITTEE ON REVISION OF THE SCHOOL LAWS.

The Committee respectfully Report:

That in the hurry of the last session, no instructions were given them as to the specific service expected, and that they have been left therefore very much to their discretion. It seems fitting to them to review briefly at this time the past action of the Association, to advert to the present condition of the School laws, and to make some suggestions for the future.

Although characterized by indomitable energy and much intelligent shrewdness, the settlement of our newer States, unlike the founding of the American Colonies, has not been under the leadership of minds which might be expected to originate new institutions or systems. New phases of society result indeed from new and peculiar circumstances of life, but the early settlers of the West were a class, who, having the hardships of pioneer life to encounter, and no superabundance of this world's goods, were content, for the most part, to imitate and reproduce that to which they had been elsewhere accustomed. A large and influential portion of the early settlers in this State, were from New York, and in giving to community its organic structure, it was but natural that they should conform very much to the educational as well as the governmental and municipal systems of the "Empire State." Hence in school matters they bequeathed to us, first the imperfection of the single, independent district, borrowed originally from New England; and the plan of a county supervision of schools being just at that time under a cloud at home, they went back to the insufficiency of a town superintendence. The first enactments made no provision for grading the schools, and none for supplying them with trained teachers, although the Constitution contemplates the establishment of Normal Schools.

Some of the early teachers and school officers of the State more clearly apprehended her immediate and prospective educational wants, than did those who shaped her first educational legislation. As far back as the Second Annual Meeting of this Association, held in Madison in 1854, the little band of teachers who then assembled, as our historical records, in

an obscure room in the court house, and two of whom at least are with us to-day, began to consider these wants and the defects of the school system. At this and subsequent meetings, the importance and necessity of an Educational Journal, of Graded Schools, of Teachers' Institutes and of Normal Schools were discussed; the Legislature was memorialized, and the aid of the State Superintendent invoked. The first Superintendent of the State, Hon. E. Root, discussed some of these subjects in his first Report, particularly that of graded schools, and his successors have frequently called attention to our wants in this and other respects.

These efforts were not altogether unsuccessful. In 1856, an Educational Journal was established, and through the agency especially of the first resident editor, Mr. McMyrn, the patronage of the Legislature was secured in its behalf, and for several years it has formed one of the public educational agencies of the State. Special enactments to meet the wants of cities and villages have been granted, but no general plan for the introduction of graded schools has yet been incorporated into our school laws. The law of 1858, authorizing the union of any two or more contiguous districts for high-school purposes, has been inoperative, for the reason that except with an evident prospect of material advantage, people do not readily make changes of this nature which are merely permissive and not obligatory, and because the same end is attained in villages by the consolidation of districts.

In 1857, an act was passed appropriating twenty-five per cent. of the income arising from swamp and overflowed lands for Normal School purposes, and provision was made for a Board of Regents to regulate its distribution. This Board has never judged itself authorized, under the act, to establish a Normal School, and the money at their disposal has been applied to the aid of schools and institutions which have from time to time organized and instructed Normal Classes so called, and to some extent also for the support of Teachers' Institutes. The State is still destitute therefore, of Normal Schools as a result of the provisions of her Constitution, although the Normal Department of the University has recently been re-opened, with an encouraging prospect of usefulness and success.

In 1858, this Association at its session in Portage, after considerable discussion at that and the previous meeting at Waukesha, adopted, on Report of its Committee, General Plans for a School System and for Normal Instruction which may be briefly stated as follows:

1. The union of the districts of each town, village or city under one Board, each local district electing a member of the Board, and this Board to have the power of establishing schools of different grades as required, and to elect a Secretary who should be ex-officio Inspector or Superintendent of Schools.
2. The Inspectors of the several Union Districts of each county, or other territory designated for that purpose, to form a County Board of Education, and to appoint a Superintendent for the county, or other territory forming a Superintendent district.
3. The several Superintendents of the State thus appointed to constitute a State Board of Education, of whom the State Superintendent should be President, and the Chancellor of the University and the Principals of Normal Schools ex-officio members.

The "Plan of Normal Instruction" adopted embraced the following agencies:

1st. Model instruction in a model school connected with the High School of each town or other High School District, together with suitable encouragement to pupils who aspire to become teachers.

2d. Efforts at Self-Improvement, in Town Associations of Teachers, assembling weekly at the central school, under the direction of the Principal of the High School.

3d. Semi-annual Institutes, held under the direction of County Superintendents, and aided by the State.

4th. An Itinerant Normal Faculty, who, in conjunction with the County Superintendents, should give instruction in the Institutes.

5th. Normal Academies, furnishing a good disciplinary course of instruction, but aiming especially to impart both the general and technical ability to teach.

6th. A Normal School proper, as a State institution, and forming one of the several schools that make up a complete University.

The immediate efforts made to procure the Legislative sanction of any of these recommendations failed. The subsequent appointment by the Legislature of a Committee to revise the school laws, of which the then Chancellor of the University, Dr. Barnard, was made Chairman, failed also to yield any results. Two years since, however, at the instance of our present State Superintendent, an act was carried through the Legislature, providing for a County Superintendency of Schools, and this, with an improved system of examining the teachers, has now been in operation some eighteen months, with very gratifying results.

At the end of five years service therefore, (for some of their number have been in commission for that length of time,) your committee are able to report the proper realization, through legislative enactment, of only *one* of the important measures to which the Association affixed the seal of its sanction at the time indicated.

Much has been gained however in other respects. The remaining defects of our school-system have been widely, and in various ways discussed, and our educational wants are more widely and sensibly felt. Not only have the seeds of improvement been sown by the Association, but the seed has sprung up and is ripe for the harvest. It should also be noted that under the patronage of the Normal Regents, and the direction of the County Superintendents, the State during the past four years has been ploughed and cross-ploughed by Institute work, which, while tending in many ways to awaken new interest in education, has been especially important, in connection with the more strict examinations of teachers, in showing the necessity of better qualifications on their part. As the result in part no doubt of the demand thus created, the Regents of the State University have re-opened the Normal Department of that Institution, and upon what it is hoped may prove a permanent basis.

In conclusion it remains to indicate our present wants, and to make some suggestions as to the manner in which they may be supplied.

Your Committee will not dwell upon the advantages of that change which seems to be first and most imperatively needed, and which should precede the other changes required—the consolidated or Union system of

Schools in our towns. If any argument is needed, others present will be able to supply it. Several other States have fortunately incorporated this feature into their systems from the outset. The longer we delay it, the more difficult it will be. After reaching a certain age, the chances for passing from single blessedness to a better condition are said to be much diminished.

Your Committee have seen no cause to doubt that the view adopted by the Association five years ago, as to the best method of filling the place of County Superintendent, was a sound one—namely, that it should be by appointment, and not by popular election. They conceive that while the primary responsibility for good schools, as for all other institutions of society, rests upon the people at large, yet, after they have elected their immediate representatives, or agents, for educational purposes, all that follows, in the way of selecting those who are to perform the work of the educational field, is best left to those representatives. A School Board will seldom be swayed by political bias. A sense of self-respect will prompt them, to endeavor at least, to employ competent teachers and superintendents, or at all events, to come up to public expectation in this respect. Superintendents of Schools in our cities are quite uniformly appointed, and not elected. Experience has shown this to be preferable. There would seem to be no good reason why it should be otherwise in regard to Superintendents for counties.

The general plan adopted by the Association embraced the formation of a State Board of Education. The committee entertain the opinion that such a Board would be less unwieldy and more efficient if less numerous than the whole body of County Superintendents, of whom it was at first proposed that it should consist. It was also recommended, however, that the State be divided into Districts for *Normal purposes*. These districts might, perhaps, be co-terminous at first, with our Congressional Representative Districts. Not to pursue the subject, however, of the establishment of a system of Normal Schools for the State, which must be a work of time, these Normal Districts might be created with great advantage for another, but kindred purpose, namely: that there might be appointed over each an Educational Officer, to be known as the Normal Superintendent, who should be the superior of the county and city superintendents in his district, and to whom should be committed the very important trust of organizing, unifying, developing and superintending the educational work of the district. For this suggestion the Committee are indebted to a former member, Col. McMyynn, whose observations in Europe led him to believe that a similar feature could be advantageously incorporated into our school system. The more this suggestion is examined, the more it will be found to embody an element of strength and efficiency which we need. It is confessedly very difficult to combine in an eminent degree all the qualifications which make up a model County Superintendent.

The work which needs to be done among us immediately, and for years to come, and which can be done properly only by men of peculiar capacity, and qualifications, is too obvious to require a lengthened description here. The proper, and useful conducting of Institutes, the concentration of Institute work into more protracted normal instruction—thus prepar-

ing the way for Normal Schools; the enlightenment of the public mind, and the moulding of the public purpose in regard to this and other educational wants; the systematizing of every part of school work upon a broad and philosophical basis, the making our schools nurseries of patriotism, as well as intelligence, and our children intelligent, upright, loyal citizens, as well as good scholars—this is what we need, but it is a work which itself needs, for its direction, men of master minds. The accomplishment of this work cannot be realized at once, but to this we must come, or our whole attempt at public education, nay, our whole experiment of self-government will miscarry; for upon the effectual upbuilding and maintenance of our public schools, on a large, liberal, and truly christian basis, depends more than we yet think or feel, our permanence as a nation. The old motto must be enlarged: United, and educated, we stand,—uneducated, and divided, we fall. It is impossible that so vast a country as this can remain under one government, and in the enjoyment of civil liberty, unless that government be truly the expression of the will of a highly enlightened people, who have effectually learned lessons of moderation, forbearance, and justice.

But to return to the point before us; it is quite obvious that such a body of men as has been indicated, with the State Superintendent at their head, would form a Board for the State, to whom might be well and safely entrusted, all our educational interests. They would also supersede the need of special boards, such as we now have, for the University and for Normal Schools. Under their guidance, our disjointed, scattered, unaffiliated educational agencies would acquire unity, strength and completeness. To them should be committed, in a subordinate degree, the trust of educational legislation; that is, the power to regulate school affairs for the State, under a few simple, fundamental laws, much as a local board regulate school affairs for their own city or town.

The Committee do not wish to be understood as recommending an effort to procure immediate, and summary legislation upon all the topics which they have discussed. This must be a question of prudence, of time, and of opportunity. Still each year's delay, in securing the best means and facilities for the efficiency of our public schools, is a public loss—a loss which can be estimated only by multiplying its individual aspect by all that vast number of children who are losers in consequence of existing defects, and by remembering that this want of proper educational advantages in early life, is seldom made up for afterwards.

A. PICKETT,
J. B. PRADT,
C. H. ALLEN,
Committee.

In connection with this report several resolutions were presented, of which the following were adopted:

Resolved, That in the judgment of this association the proper efficiency of our public school system requires:

1. A plan of town organization of the schools.
2. The general introduction, as far as practicable, of graded schools.
3. More attention to school architecture and a better supply of school apparatus.
4. The carrying out of the intention of the Constitution in regard to school libraries.

5. More earnest and systematic attention to the physical, æsthetic, moral and religious training of children in the schools, as well as more enlightened methods of instruction and intellectual development.

6. The appropriation of aid by the State to the holding of Teachers' Institutes.

7. The establishment of a series of Normal Schools, and the division of the State for this purpose into Normal School Districts, and the appointment of Normal Superintendents over those districts, who shall also constitute a State Board of Education.

8. The establishment of a grade of permanent or professional teachers' certificates, to be granted to graduates of Normal Schools, and to others who pass the requisite examination.

9. The establishment of a polytechnic institution for the promotion of agriculture and other industrial pursuits, with provision for military education.

Resolved, That a committee be appointed whose duty it shall be to bring these measures before the legislature, in such a manner and at such times as they shall deem most proper, and as they shall be instructed by the Association.

Resolved, That the county and city superintendents be requested to co-operate with the committee in circulating petitions to the legislature to grant such enactments as they may deem desirable from time to time.

The committee of the past year was continued.

The convention of county superintendents held its sessions in connection with the meetings of the association, an hour of each half day being devoted to the discussion of the following subjects :

1. Regular school attendance, and what steps shall be taken to secure it.

2. Test of ability in teaching.

3. School visitation—the best method of reaching the end desired.

The discussions were ably sustained by the county superintendents, and other gentlemen.

Considerable time was spent by the superintendents in discussing the best method of securing uniformity in examination of teachers. The following are the results of the discussion :

1. All applicants shall be required to pass a written examination.

2. At least ten questions upon each branch shall be submitted.

3. Applicants for a third grade certificate must answer correctly in form and in fact at least fifty per cent. of the questions asked ; for a second grade certificate at least sixty per cent., and for a first grade certificate at least seventy per cent ; each superintendent placing the standard as much above the minimum agreed upon as in his judgment may be wise.

4. No certificate of first or second grade will be given to any person who does not give satisfactory evidence of success in teaching. Of course beginners will take a third grade certificate.

NOTE.—My advice to all is to abide by this recommendation, with this exception : Any young teacher who has the requisite qualifications as to knowledge for a second grade certificate, and who, in the first school taught, displays great tact in teaching, should not be required to teach under a third grade certificate until it expires, before receiving a second grade certificate, but the certificate should be changed as soon as the superintendent is satisfied as to the teacher's aptness to teach. This will reward tact and encourage effort on the part of young teachers.—*State Superintendent*.

5. It was further agreed that the superintendents would, when satisfied with the school visited, enter upon the certificate held by the teacher (if a third grade certificate) under the head of "*Ability to Teach*" the teacher's standing upon a scale of ten, as the standing is marked in branch-

es upon which an examination is had. This matter, *judiciously managed*, will be of great value to schools and teachers.

The meeting of the association seemed to be regarded by all as one of the most pleasant, practical, and useful yet held. That of the county superintendents lacked only the interest of a larger attendance.

The number of teachers in attendance was not so large as at the association of the year previous, the place of meeting being less central.

The citizens of Kenosha were unwearied in their efforts to make the stay of the teachers pleasant.

No single agency is accomplishing more for the schools of the State than is the State Teachers' Association.

TOWNSHIP DISTRICT SYSTEM.

For several years in succession, the State Teachers' Association has discussed the subject of the *Township District System of Schools*. The wishes of the Association are expressed in the Report and Resolutions, given above.

The subjoined letter is presented, as a petition to the Legislature, made through me by the Committee of the Association.

HOBICON, December 12th, 1883.

HON. J. L. PICKARD, *Superintendent of Public Instruction, Wis.*

The Committee of the State Teachers' Association, on the "Revision of the School Law," desire to call your attention to the following facts in regard to the introduction of the Township System of Common Schools into our State.

You will allow us to state, (as of course you are aware,) that the State Superintendents, yourself included, both in their public addresses, and reports, for the last eight years, unhesitatingly recommended the system. The State Teachers' Association, at most of its sessions for the last seven years, has unanimously adopted resolutions to the same effect. At Teachers' Institutes, and other educational gatherings, the subject has continually been discussed, and we think in every case with a like result.

Wherever the system has been adopted in the United States and Canadas, we think that in no important case has it been rejected, but on the contrary is looked upon by educational classes as a most important and necessary step in educational advancement. We think that this accumulated evidence ought to inspire us with confidence to move forward: we think that the times are propitious, and especially that the Association demands of us action. There are great improvements being made in the education of teacher, in the government, classification, gradation, and instruction of our schools, and in their visitation and examination, that seem necessarily to await and demand this improvement in our general school system.

As you, Sir, by virtue of your office, and general influence, necessarily occupy the most convenient approach to the Legislature, and as we know your interest in the matter, we wish to act through you, and hereby cheerfully offer any aid in our power to further the cause.

Yours sincerely,

A. PICKETT,
J. B. PRATT,
CHAS. H. ALLEN,
Committee of Association.

I take pleasure in presenting this matter to the candid consideration of your Honorable Body, and in support of its claims, offer the following article prepared by my assistant, Mr. A. J. Craig, who has given the matter much careful study, and most heartily endorse the arguments he uses in favor of the system:

That the county superintendency is a step in advance, a great improvement upon the town superintendent system, is generally acknowledged by those best acquainted with the operation of both agencies; but many sincere friends of popular education regret the loss of the local officer, who, when capable and faithful, effected so much in a direction in which the county superintendent is able to do but little—the visitation, and supervision of schools; and, so much is this loss felt that, in certain localities, some are advocating a return to the former order of things, even at the sacrifice of the county superintendency. Believing that such a step would be a retrograde one, and that it is entirely unnecessary, I shall proceed to indicate what I conceive to be a better method of securing efficient local supervision of the schools, without sacrificing the fruit of years of earnest effort, the county superintendency. We need not only efficient supervision, but a complete and harmonious system to supervise.

As our schools are organized at present, no system of supervision can be really effective in securing unity of plan, and systematic development of that plan in our educational work. Each school district is a separate, independent republic, accountable to no higher authority, and dependent upon none, except in the matter of the examination of teachers, and the annual receipt and expenditure of a very small amount of money. We call the aggregation of agencies through which we educate our children a school system, when, in point of fact, there is no vital legal connection between these separate agencies, and there is not a school established by law within the State. Not only is the kind of school, and the time it shall continue, dependent upon the vote of a majority of the residents of the district, but one more than half of the legal voters, a bare majority, can prevent the establishment of a school at all. Again, while in one district, in consequence of the intelligence, and wealth of the people, a good, graded school may be maintained ten months each year, in an adjoining district, on account of the absence of intelligence, and the poverty of the people, a miserable apology for a school, in which only the simplest rudiments of an English education are taught, is maintained for three or four months only.

Now no system of supervision, be it ever so good, can remedy the above mentioned evils, and others inherent in our system. What we need is, the abolishment of the separate district system, and the establishment of the *township system* of school organization and government.

In this system each town constitutes a district, and all matters pertaining to the schools are under the direction of a board elected by the various sub-districts. The secretary of this board takes the place of the old town superintendent, visits and supervises the schools, grades them, assists the teachers in classifying the pupils, etc.; in a word, is the efficient agent of the town board, and the necessary connecting link between the county superintendent and the schools. Taxes for the support of schools would, under this system, be levied upon the town as a whole, and every individual would pay an equal share of such taxes in proportion to the amount of property owned by him.

Further details of the system will be given in connection with what follows. The advantages of this system are many and evident.

1. As each town forms a school district, and each parent would be

permitted to send his children to the school which best accommodated them, all the expense, trouble, and ill feeling, consequent upon the frequent changes in the boundaries of districts, would be entirely avoided.

2. School houses would be built when and where they were needed. Many districts are now compelled to suffer, year after year, all the inconvenience and loss occasioned by the use of a small, badly constructed, ill-arranged house, because of difficulties concerning the site, or the indisposition of the voters to furnish the means to erect a new building. Under the township system these difficulties would be avoided, as the board, composed of delegates from all parts of the town, would not be likely to be influenced by local disputes in reference to the site for a house, but would locate it at such point as would best accommodate those for whom it was selected; and as the funds for building the house would be drawn from the whole town, the tax upon each individual would be so small as not to be in the least burdensome, and there would be no necessity for delay.

3. Schools can be graded more easily under the township than under the separate district system. The districts, as now organized, as a general rule, are too feeble in numbers and wealth to maintain more than one department, and the law of 1858, permitting districts to unite for high school purposes has been entirely inoperative, no action having been taken by any district in accordance with its provisions. The summer schools, in the country especially, are primary schools in most respects, while the winter schools embrace all grades of pupils from the primary to the grammar or high school. This condition of things necessitates the employment of better educated, more experienced teachers during the winter term, at a cost for their services of about double the amount paid for the same length of time in the summer, while there is not, on an average, more than a dozen children in each district whose capacity, advancement, or range of studies, demands a better or more costly teacher than the one employed during the summer; and thus the education of these few costs the district the difference between the wages paid in summer and winter, amounting, for a four months school, to from thirty to sixty dollars. Now if there were, within the reach of the larger class of pupils in three or four districts, a school of a higher grade, to which they could all have access, the winter schools in their respective districts could be continued as a primary or intermediate school, under the charge of the same teacher employed in the summer, and one higher grade teacher would suffice for several districts. By this arrangement all the pupils in a town would be divided into two grades, at a cost for tuition not greater than that now incurred; and the total additional expense would be measured by the cost of erecting a sufficient number of buildings to accommodate the higher grade of pupils. In many instances, by a proper arrangement of the terms of school, the houses already erected would serve for both grades of pupils. In some district, in which the house is so situated as to be easy of access to the larger scholars in several surrounding districts, let there be a term of school commencing so soon as the ground is settled and the weather is pleasant in the spring, and continuing to the first of July; and a fall term commencing about the middle of August and continuing till the middle of November, thus affording the primary

pupils six months or more of uninterrupted school during the most pleasant season of the year, which would be far more beneficial to them, intellectually and physically, than the usual summer and winter terms, with the extremes of warm and cold weather, producing sickness, tardiness, and irregularity of attendance, and thus wasting a good share of the money expended. The winter term could then be devoted entirely to the grammar or higher grade scholars, who, under a competent instructor, whose whole time was given to them and their studies, would make as much progress in one term as they now do, in the mixed schools, in two or more. Again, whenever a new school house is to be built, its location, size, and internal arrangements can all be adapted to the new order of things, so that, in process of time, without any violent changes, or any appreciable increase of expense, the facilities for maintaining graded schools can be established throughout the State.

4. Better supervision of the Schools. The County Superintendent, though exercising a general supervision over all the schools in his county, is entirely unable to give, to each school, that personal attention necessary to obtain a complete knowledge of its condition and wants; and some of the most active and efficient Superintendents have felt the need of a local officer, to cooperate with and aid them in effecting improvements in the arrangement and management of the schools. As before stated, the Secretary of the town board will be the proper person to have the immediate supervision of the schools, and will have power, under the direction of the board, to grade and arrange them, suggest and enforce rules for their management and government, and advise with and assist the teachers in all cases in which advice and assistance are needed. He should be appointed by the board, and he may be one of their members, or not, so that the best person to fill the place is selected.

We should thus secure all the advantages of the Town Superintendent system, without losing any of the benefits resulting from the establishment of the County Superintendency.

5. Economy of administration. All the expenses now incurred in organizing new districts, and in changing the boundaries of old ones, would be saved. Each child being permitted to attend that school which best accommodated him, and the amount of tax which each person would pay being the same, no matter in what sub-district he resided, there would be no reason for altering districts; consequently very few changes would be made, and those few would be easily effected, and attended with little or no expense. Again, the liability to a loss of moneys is in proportion to the number of hands through which they pass, and it is no wonder that, with nearly five thousand disbursing officers, there is a good deal of waste of district funds every year.

Under the Township system the financial affairs of all the schools in a town being managed by the same board, one treasurer would be sufficient, and, in order not to multiply officers, the town treasurer, who now collects and receives all the school moneys belonging to his town, might be the treasurer of the board, and upon the order of its secretary, countersigned by the president, could pay out such moneys, when needed. Thus the number of disbursing officers would be reduced from nearly five thousand, to less than eight hundred, and besides the diminished liability to

loss on account of the decrease in the number of disbursing officers, the expense incurred in executing nearly two thousand treasurers' bonds each year would be saved.

6. Better accommodation of the people. Under the present system it is necessary to organize districts in such a form as to secure a certain amount of taxable property in order to support a school, and thus it often happens that a person resides in one district while the greater part of his property is situated in another; and many live in close proximity to houses to which they would be glad to send their children, but, because they live in a different district, they are obliged to send them to schools kept in houses remote from them, and difficult of access. Again, it often happens that a populous district possesses a small, badly arranged house, while an adjoining district, with few scholars, has a large and convenient one; yet the children of the populous district cannot attend the school in the other one without the payment of a tuition fee, or a change in the boundaries of their district, involving time, expense, and often an appeal to the State Superintendent. Under the Township system this would all be changed, as it would be for the interest of every person to have the number of pupils in each school proportioned to the size of the house, and its power to accommodate them.

There would also be an equality of privileges in the different districts, as, the schools being supported by a general tax, justice would require that they be maintained an equal length of time throughout the town, and we should not see, as we now do, so great a disparity in school privileges in adjoining districts.

Free schools are founded upon the principle that it is the duty of the State to see that the children within its limits are educated. To this end a generous public fund is provided, and the people are yearly taxed to support the system; yet the kind and amount of instruction given to the children of different districts depend entirely upon influences which the law does not seek to guide or control. Now common sense and justice demand, that wherever children enough to organize a school are found, one should be established, with all the means and appliances necessary to secure the result desired, the proper education of the children attending it.

7. Employment of Teachers. It being the special duty of the Secretary of the Town Board to visit the schools, become acquainted with their condition and wants, the capacity, tact, and success of the different teachers, he would be better qualified to select the person suited to each school than nine-tenths of the District Clerks under the present system possibly can be; thus better teachers would be employed—that is, teachers better adapted to their positions—and they would not be changed each term, as they now are, but would remain in one school so long as they were successful in their work. Incompetent and unsuccessful teachers would be sifted out, the standard of attainments of all those employed would be gradually and surely raised, and the consequent progress of the schools would be certain and uninterrupted.

The new system of examination by the County Superintendent has done much to elevate the standard of attainments, and weed out unsuccessful teachers, but, inasmuch as an examination in regard to scholarship is not always a true test of the qualifications of an applicant, and as it is not

possible for the County Superintendent to give that personal attention to each school necessary to enable him to judge correctly in regard to the skill and faithfulness of the teacher, many persons are still employed who have no real fitness for their position, and who are retained through favoritism or indifference on the part of those by whom they are engaged. Such persons would be quietly dropped from the list of teachers, and would engage in other pursuits, or, by the use of proper means, become fitted for the responsible positions of instructors of youth.

I have thus presented some of the main points in which it is believed that the Township system is superior to the present District system, and it only remains to notice some of the objections urged to it by those who object to change, or who are satisfied with the system as it is.

The first objection is to the raising of taxes for the support of schools by the town at large. Looking at the matter from a personal stand point, many think a general tax would be unjust to different localities, for the reason that the children of school age are not proportioned to the valuation of property, and thus a wealthy district, with few children, would pay for the education of children residing in other districts. This objection is the same one so often urged against free schools by the childless capitalist, or the wealthy tax-payer whose children were already educated, "I ought not to pay for educating my neighbor's children." As before stated, free schools are established on the assumption that "the property of the State shall educate the children of the State," and consistency requires that the details of the system shall be so arranged as to carry out this fundamental principle. What justice is there in requiring that a specified portion of territory shall furnish the means to educate the children residing therein, so long as you withhold from its tax-payers the power to decide who shall inhabit that territory?

The fact is, that the fairest method of maintaining the schools would be by a tax upon the whole State, and the larger the district embraced in one organization, the more just and equal will be the taxation.

The moneys apportioned yearly by the State Superintendent, and those levied upon the towns by the County Board of Supervisors, are distributed to each district in proportion to the number of children between the ages of four and twenty residing therein; and as the latter moneys are raised by a tax upon each town as a whole, and not by separate districts, the plan advocated is, in fact, in operation already, and only needs to be extended to the levy and collection of all the funds needed to support the schools.

In the second place, many will object to the raising of funds by the whole town, to build a school house in a particular district, who would be willing that the schools should be supported by a general tax, after the houses are built. This objection is removed by considering the town as a single district, which needs several houses to accommodate its pupils. It is true, that, for convenience sake, the town is divided into sub-districts, yet, for general purposes it is a unit, and should be managed accordingly. Each town is divided into road districts, yet when a new highway is to be laid out, the whole town is called upon to pay the expense incurred for right of way, etc., though but few of its tax-payers are personally benefited; and when a bridge is to be built no one thinks of asking the citizens residing in the road district in which the bridge is needed, to furnish

the funds to pay for erecting it; and it cannot be that the education of the children in Wisconsin, is a matter of less interest to the people than the laying out of highways, and the erection of bridges. Returns made to the State Superintendent show that, on an average, in the larger counties, not more than four school houses are built in each year; and this would give to each town but one to build every three years, and this burden, being borne by all the tax payers, would be so light, as scarcely to be felt. All the children would thus be provided with school privileges, and the protracted effort and struggle now necessary in most districts, in order to secure the erection of a school house would be avoided.

In order to avoid all seeming injustice, it might be provided, that those districts which had, within a certain limited time, erected good and substantial houses, should be exempted from the payment of the taxes raised for building houses, for a number of years after the adoption of the township system.

All other inequalities and seeming irregularities can be as well provided for, and it is confidently believed, that a law can be framed, preserving for our school system all its prominent vital and valuable features, and engrafting thereon such additional ones as will give it harmony and completeness, make it a better exponent of our educational standing, more worthy of affection and generous support, and insure the successful accomplishment of its great design, the education and elevation of the whole people.

CLAIMS OF THE PUBLIC SCHOOL.

Experience has demonstrated the truth of the assertion, that "liberal appropriations, and legislative enactments, cannot, of themselves, impart to any system that vitality essential to success." An enlightened public opinion is absolutely prerequisite to ultimate and permanent success. Law alone is but a dead letter, a lifeless skeleton. The popular will puts a living soul into the skeleton. Well directed popular will is not a creature of impulse. It is controlled by motives that are first approved, then felt. The heart must be trained to feel, after the intellect has been trained to perceive the claims of any cause upon us for sympathy and support. Especially is this true of the great cause of popular education, which touches us at more points, and affects more interests than any other. The social, the political, the physical, the intellectual, the moral interests of our children, are all intimately connected with it. It appeals to us as parents, as citizens, as patriots, and as philanthropists. A few of its claims upon us I will briefly adduce.

1. It is a *supply* exactly adapted to the *want*.

The mind of the child ever seeks for something wherewith to satisfy its longings. The public school comes to the restless and absorbent mind with the invitation, "take freely of the good things I bring you, and be filled with the blessings I have in store for you."

2. It is the only supply that will meet the necessities of the larger part of our people.

Family instruction will not meet the demand. Some parents are morally unfit to become the teachers of their children; some have not suffi-

cient training themselves ; many have not the time that can be spared from other and pressing duties pertaining to the physical comforts of their families. Take from the whole number of parents, those who can not, and those who will not, properly instruct their children, and comparatively few remain.

Private enterprise will not meet the demand. According to the last census, but one out of thirteen of the pupils of the United States is enrolled as attending private schools of all kinds and grades. This estimate embraces all the States of the Union, some of which have no public school system.

The census reveals, also, one other fact bearing directly upon this point. The number of persons, natives of any State, who can neither read nor write, is in inverse ratio to the interest manifested in public school enterprises. I use not this argument to discourage private enterprise, but rather to show that this alone is an unsafe reliance. Colleges, academies, and seminaries, are of necessity confined to narrow spheres of direct labor, though their indirect influences are unlimited. They are the most efficient where the field is prepared by public enterprise.

3. It is a *home school*.

Much of the future success of the child depends upon his early habits. The most impressible years of our lives are those of early childhood. These, too, are fraught with most danger, because while most impressible, the mind and heart are least able of themselves to resist evil influences. The watchful eye, and yearning heart of the mother, the care and counsel of the father, are needful helps to a successful resistance of such temptations as are always addressed to the young. How true is this when the witching hours of night throw a mantle over the deeds to which the unsuspecting are so often invited. How much does the true parent prize the opportunity of keeping his loved ones by his side during the evening, and of enlivening the circle gathered about the fireside, with innocent amusements, and social chat. How far above all price must be that institution which will enable him to educate his children within reach of home influences. Such an institution is the public school. The physical well-being of the child, as well as his moral welfare pleads for these home schools.

Society is made up of individual homes, hence :

4. Society is improved by the public school. Statistics show that very few of the pupils who are in constant attendance upon our free schools, ever become criminals. Close the doors of all the public schools of this State to-day, and let private enterprise spring to its fullest possible stature, and a large majority of the children would be at once thrown into the street, to be trained there for the prison, or the poorhouse, or at least to be contaminated by influences clustering about the street schools.

5. The public free school is an American, and an Americanizing institution.

It had not its birth upon American Soil, but it was the product of the spirit that gave America to the world. It had its origin in a heart that loved civil and religious liberty, and was nurtured by men who uphold the idea of a popular government. It has long since answered the old and hitherto troublesome question, "whether education can be as universal

and as unbought as liberty." Wherever you find a heart upon whose altar the fire of civil liberty burns, there you find a true American, whatever country may have given him birth. The Public School is free to all without distinction of birth or circumstances. Monarchies order systems of education for the benefit of the *Monarch*, and the perpetuation of his reign. Ours is for the *people*, and the perpetuation of their reign. Conferring benefits upon the people, it can but awaken a love for the spirit that gave it birth, and attach those receiving its benefits to the inhabitants that demand and support it. Many come to us from lands where the blessings of education are conferred only upon the favored few. Here the cup is pressed to their very lips, and they are commanded to drink, without money and without price. This free education not only teaches the value of our institutions, but guides to a proper use of the privileges bestowed. Conflicting elements are entering into our civilization. Purify them and we shall be blessed; but leave them uneducated and untrained and they will prove a curse. To accomplish the former and save us from the latter, is one of the peculiar missions of the Public School. This alone will not accomplish all the work, but it will lay the foundation; it will encourage habits of obedience, of order, of industry, and will lead into the broader fields of learning, opened by Academies, Seminaries, Colleges, and Universities. A statesman of Virginia, of years ago, when Virginia was true to herself and her country, used these pleasant words. "There should be no distinction between the children of a republic. They are not, in the school sense, the children of their parents, but the State is *Parens Patriæ*, and they should all be regarded as the sons and daughters of Mother Commonwealth. They all alike, look up to the benign State Mother for the mental bounty; all praise her *only* and love her *supremely* for it, and there is laid a foundation of *love of Country*, enduring as the reminiscences of school-boy days, and fervent as the fondest recollections of life and gratitude can ever be in the human heart." Thus does the Public School become an Americanizing institution.

6. By educating the labor of the country, it develops Inventive Genius, and thus increases wealth.

Labor and thought united, have cultivated broader fields, have white-ened more seas, have turned more spindles, have dug deeper mines, than man's unassisted hands could have done. By aid of machinery the wealth of the country is increased. The productive industry of the United States has increased twice as rapidly as the population has increased. The Public School has had much to do with this, as is shown by the fact, that the States, where the Free School interest has been most largely fostered, have been most productive in useful machines. The following statements, from the *Scientific American*, will show the wonderful stimulus given to productive industry by inventions:

"COTTON.—One man can spin more cotton yarn now than four hundred men could have done in the same time in 1760. when Arkwright, the best cotton spinner, took out his first patent.

FLOUR.—One man can make as much flour in a day now, as a hundred and fifty could a century ago.

LACE.—One woman can now make as much lace in a day as a hundred women could a hundred years ago.

SUGAR.—It now requires only as many days to refine sugar as it did months thirty years ago.

LOOKING GLASSES.—It once required six months to put quicksilver on a glass; now it needs only forty minutes.

ENGINES.—The engine of a first rate iron-clad frigate will perform as much work in a day, as forty-two thousand horses."

Not only have the productions of the country largely increased, but the reflex influence of increased facility in manufacturing, has afforded to laboring men leisure for improvement. That this leisure is sometimes abused in indolence, dissipation, or luxury, is no argument against the advantages it affords. By many it is improved in reading and study, to that cultivation of the mind and heart which will make better citizens.

7. The kind of education furnished by our Public Schools, will counteract the universal tendency to the establishment of an aristocracy.

Our greatest danger as a people lies in an aristocracy of wealth to which is added the power of intelligence. Let wealth be monopolized as it always will be, and take from the poor the advantages of school, and we shall soon have two classes in society: those who live by others' labor, and those who labor for others' living. The former will rule the latter with a rod of iron, the rod becoming each day more heavy, and the hand that wields it each day more rigorous and tyrannical. Tyrants have well understood their sources of power, and have shut up to their subjects all avenues of light, knowledge, and wealth. Our security lies in the general diffusion of intelligence, which shall level all such false social distinctions as are established by tyrants and aristocrats for their own safety.

8. Labor is ennobled by the intellectual elevation of the laborer.

We are in danger of forgetting the early lessons of our Pilgrim Fathers, and of lapsing into a state of luxurious ease. So fashionable has it become to have nothing to do, that all semblance of work must be entirely dismissed from the social circle. Youth must be trained in indolence, though it entail upon them its never failing curse. Appearances must be kept up, and honesty gives way to the insatiate love of show. Petty thefts, speculation, embezzlement, or stealing disguised under the title of "sharp practice," unredeemed credit, unremembered promises, all follow this labor-shunning fashion. It must be admitted that the unintelligent do not commend labor. Let all the toiling men and women of our land be taught to think, and to work out the product of their own thoughts, and to such labor as they will then perform there can no disgrace attach. The school that opens its doors to all, and that bestows its favors upon *brains* rather than upon *bullion*, upon *character* rather than upon *cloth*, must, in the elevation of the laborer, dignify labor.

9. No system of schools has greater *pecuniary* advantages than the system of free schools.

I use this last, though to every intelligent mind, it is the least important of all the claims of the public school. What has been already said will prepare us to expect great indirect pecuniary advantages accompanying more *productive labor*. Educated labor is by far the most profitable. Many large manufacturing establishments have, after diligent examination, found a difference of fifty per cent. in its favor.

The same intelligence that gives to the laborer more complete mastery over his own and other powers, and enables him to use to better advantage the material placed in his hands, also saves him from many expensive habits, and from practices that lead to crime; so that money is saved, as well as earned.

Other schools than the public school secure the same results so far as they go, but they do not reach so many of the laboring class. Could their benefits be as general, they must be more expensive. Herein consists the direct pecuniary benefit of our free school system.

The actual expenses of the schools of this State for the past year have not exceeded three dollars per scholar. As the State increases in wealth and population, the relative expenses of her schools will be diminished. Ohio schools cost but \$2 07 per scholar; New York schools cost \$3 per scholar; Pennsylvania schools cost \$2 15 per scholar. Before Wisconsin reaches the age of either of the States named, her schools will cost less than theirs.

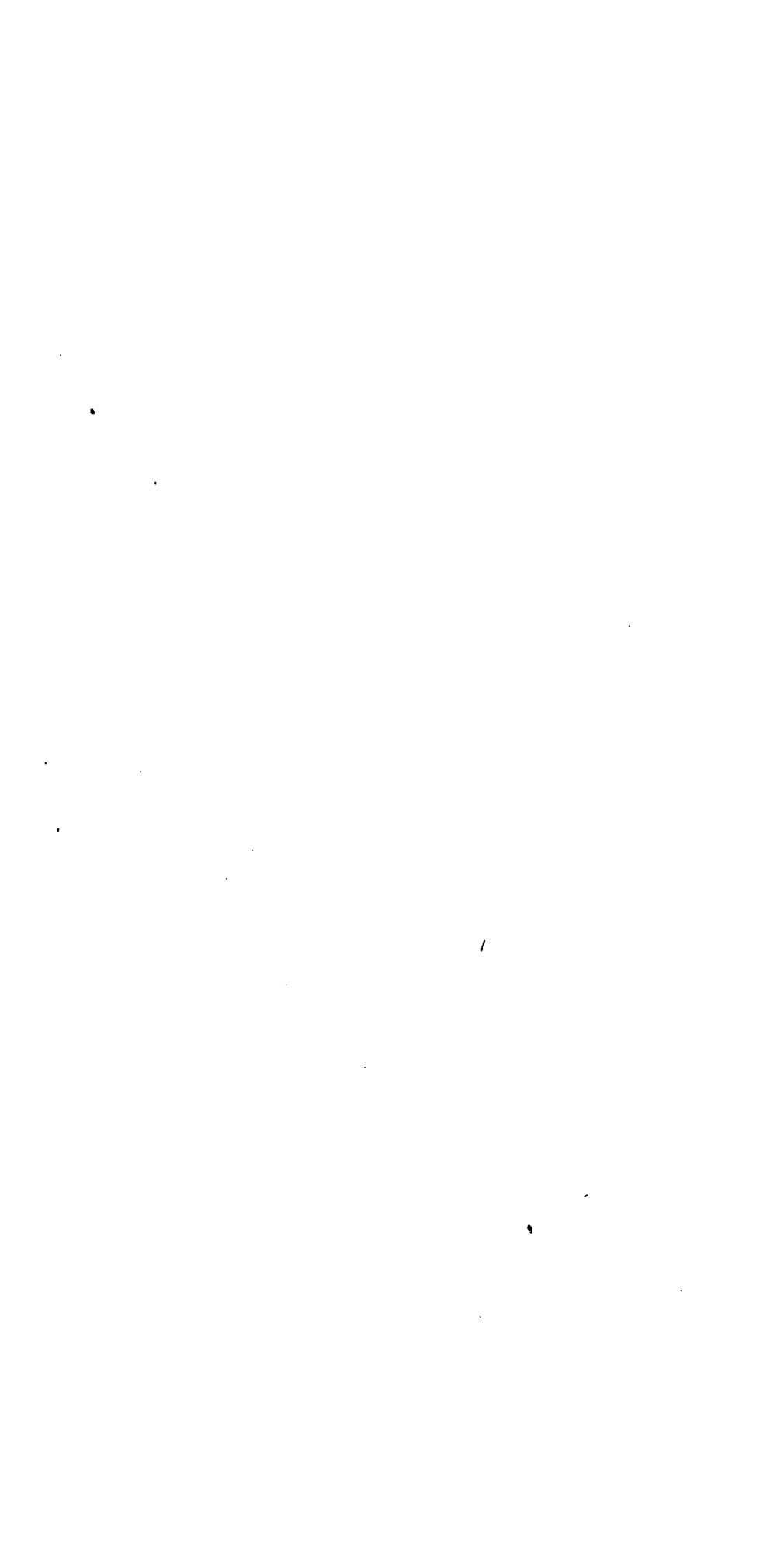
The cause thus urged pleads with parents, that they furnish their children with the means of education as ~~cheaply~~ as possible, consistent *the* with their highest interests, and at home, where they may care for their physical and moral training; with citizens—that they recognize the debt they owe to society, and provide liberally for that culture which shall make their property safer and more productive; with patriots—that they prepare well those to whose hands the institutions of our beloved country are soon to be committed; and with you as legislators—that you recognize the sacredness of this trust committed to your care by parents, citizens and patriots—that you shield it from all harm, and foster its interests in whatever way your own wisdom and intelligence may direct.

Very Respectfully,

Your obedient servant,

J. L. PICKARD;

Supt. Public Instruction.



APPENDIX.

TABLE No. 1.

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1863.

Counties and Towns.	No. of Children.	Apportionment.
ADAMS—		
Adams,.....	166	\$78 04
Big Flats,.....	34	14 96
Chester,.....	148	65 12
Dell Prairie,.....	276	121 00
do additional,.....	15	6 60
Easton,.....	114	50 16
Jackson,.....	184	80 96
Leola,.....	48	18 92
Lincoln,.....	186	81 84
Monroe,.....	120	52 80
Newark Valley,.....	87	16 28
New Haven,.....	252	110 88
Preston,.....	143	62 92
Quincy,.....	88	38 72
Richfield,.....	59	25 96
do additional,.....	68	29 92
Rome,.....	47	20 68
Springville,.....	287	104 28
Strong's Prairie,.....	267	117 48
White Creek,.....	62	27 28
Total,.....	2,545	\$1,119 80
ASHLAND—		
Bayport,.....	189	\$88 16
La Pointe,.....	83	36 52
Total,.....	272	\$119 68
BUFFALO—		
Alma,.....	89	\$39 16
Belvidere,.....	108	47 52
Buffalo,.....	192	84 48
Buffalo City,.....	67	29 48
Cross,.....	116	50 60
Eagle Mills,.....	84	36 96
Gilmanton,.....	52	22 88
Glenns,.....	81	35 64

Counties and Towns.	No. of Children.	Apportionment.
DANE—continued.		
Blooming Grove,.....	318	\$188 92
Blue Mounds,.....	304	133 76
Bristol,.....	469	206 36
Burke,.....	358	157 52
Christiana,.....	598	260 92
Cottage Grove,.....	587	258 28
Cross Plains,.....	440	193 66
Dane,.....	401	176 44
Deerfield,.....	386	169 84
Dunkirk,.....	634	278 96
Dunn,.....	444	195 36
Fitchburg,.....	480	211 20
Madison,.....	285	125 40
Madison City,.....	2, 353	1, 035 32
Mazo Manie,.....	440	193 60
Medina,.....	365	160 60
Middleton,.....	496	218 24
Montrose,.....	411	180 84
Oregon,.....	485	213 40
Perry,.....	570	250 80
Primrose,.....	461	202 84
Pleasant Spring,.....	497	218 68
Rutland,.....	459	201 96
Roxbury,.....	495	217 80
Springdale,.....	452	198 88
Springfield,.....	586	235 84
Sun Prairie,.....	497	218 68
Verona,.....	461	202 84
Vermont,.....	439	193 16
Vienna,.....	370	162 80
Westport,.....	451	198 44
Windsor,.....	372	163 68
York,.....	363	159 72
Total,.....	17, 799	\$7, 831 56
DODGE—		
Ashippun,.....	734	\$322 96
Beaver Dam,.....	573	252 12
Beaver Dam City,.....	1, 044	459 36
Burnett,.....	445	195 80
Calamus,.....	396	174 24
Chester,.....	375	165 00
Clyman,.....	637	280 28
Elba,.....	556	244 64
Emmett,.....	649	285 56
Fox Lake,.....	748	329 12
Herman,.....	752	330 88
Hubbard,.....	1, 018	447 92
Hustisford,.....	576	253 44
Lebanon,.....	747	284 68
Le Roy,.....	491	216 04
Lomira,.....	700	308 00
Lowell,.....	876	385 44

Counties and Towns.	No. of Children.	Apportion- ment.
DODGE—continued.		
Oak Grove,	696	\$306 24
Portland, ..	525	281 00
Rubicon,	756	332 64
Shields,	557	245 08
Theresa,	909	399 96
Trenton,	694	305 86
Westford,	451	198 44
Williamstown,	819	360 86
Waupun, South Ward,	260	114 40
Total,	16,884	\$7,428 96
DOOR—		
Bailey's Harbor,	25	\$11 00
Brussell,	306	134 64
Clay Banks,	28	12 32
Chambers' Island, (no report,)		
Egg Harbor,	51	22 44
Forestville, ..	43	18 92
Gibraltar,	104	45 76
Liberty Grove,	20	8 80
Nasewaupee,	56	24 64
Sevastopol,	79	34 76
Sturgeon Bay,	90	39 60
Washington,	102	44 88
Total,	904	\$397 76
DOUGLAS—		
Superior,	103	\$45 32
Total,	103	\$45 32
DUNN—		
Dunn,	161	\$70 84
Eau Galla,	124	54 56
Peru, (no report,)		
Menomonie,	94	41 36
Red Cedar,	143	62 92
Rock Creek,	55	24 20
Spring Brook,	256	112 64
Total,	833	\$366 52
Eau Claire—		
Bridge Creek,	210	\$92 40
Branswick,	74	32 56
Eau Claire,	294	129 36
Lincoln,	62	27 28
North Eau Claire,	82	36 08
Oak Grove,	100	44 00
9SUPT		

Counties and Towns.	No. of Children.	Apportionment.
Eau Claire—continued—		
Pleasant Valley,.....	59	\$25 96
West Eau Claire,.....	154	67 76
Total,	1085	\$455 40
FOND DU LAC.—		
Alto,.....	483	212 52
Ashford,.....	702	308 88
Auburn,.....	481	211 64
Byron,.....	555	244 20
Calumet,	669	294 36
Eden,.....	580	238 20
Eldorado,.....	560	246 40
Empire,	363	159 72
Fond du Lac,.....	492	216 48
Fond du Lac city,.....	2, 358	1, 087 52
Forest,.....	510	224 40
Friendship,	309	135 96
Lamartine,.....	554	243 76
Marshfield,.....	670	294 80
Metomen,.....	607	267 08
Oakfield,.....	469	206 36
Osceola,.....	399	175 56
Ripon,.....	331	145 64
Ripon city,.....	779	342 76
Rosendale,.....	490	215 60
Springvale,.....	477	209 88
Taychedah,.....	646	284 24
Waupun,.....	461	202 84
Waupun Village, (north ward),.....	278	122 32
Total,.....	14, 173	\$6, 236 12
GRANT—		
Beetown,.....	646	\$284 24
Blue River,.....	184	80 96
Boscobel,.....	366	161 04
Clifton,.....	426	187 44
Cassville,.....	382	146 08
Ellenboro,.....	307	135 08
Fennimore,.....	571	251 24
Glen Haven,.....	308	135 52
Harrison,.....	440	193 60
Hickory Grove,...	215	94 60
Hazel Green,.....	1, 051	462 44
Jamestown,.....	545	239 80
Little Grant,.....	250	110 00
Lima,.....	377	165 88
Liberty,.....	223	98 12
Lancaster,.....	786	345 84
Muscoda,.....	272	119 68
Millville,.....	488	192 72
Marion,.....	231	101 64

Counties and Towns.	No. of Children.	Apportionment.
GRANT—continued.		
Paris,	319	\$185 96
Patch Grove,	315	188 60
Platteville,	1,095	481 80
Potosi,	1,047	460 68
Smelser,	480	211 20
Tafton,	344	151 36
Wyalusing,	284	102 96
Waterloo,	236	103 84
Waterstown,	151	66 44
Wingville,	212	93 28
Total,	12,391	\$5,452 04
GREEN—		
Adams,	306	\$134 64
Albany,	569	250 36
Brooklyn,	406	178 64
Cadiz,	396	174 24
Clarno,	588	256 52
Decatur,	619	272 36
Exeter,	393	172 92
Jefferson,	656	288 64
Jordan,	375	165 00
Monroe,	1,255	552 20
Mount Pleasant,	502	220 88
New Glarus,	372	163 68
Spring Grove,	475	209 00
Sylvester,	506	222 64
Washington,	367	161 48
York,	285	125 40
Total,	8,065	\$3,548 60
GREEN LAKE—		
Berlin,	391	\$172 04
Berlin City,	765	336 60
Brooklyn,	377	165 88
Dayton,	316	139 04
Green Lake,	405	178 20
Kingston,	195	85 80
Markesan,	121	53 24
Mackford,	356	156 64
Manchester, ...	422	185 68
Marquette, ...	178	78 32
Princeton,	480	211 20
St. Marie,	210	92 40
Seneca,	164	72 16
Kingston Village,	107	46 64
Total,	4,486	\$1,973 84

Counties and Towns.	No. of Children.	Apportionment.
Iowa—		
Arena,.....	455	\$200 20
Clyde,.....	254	111 76
Dodgeville,.....	1,701	748 44
Highland,.....	1,058	468 32
Linden,.....	829	864 76
Moscow,.....	300	182 00
Mifflin,.....	504	221 76
Mineral Point,.....	554	248 76
Mineral Point City,.....	1,172	515 68
Pulaski,.....	391	172 04
Ridgeway,....	982	482 08
Waldwick,.....	266	117 04
Wyoming,.....	291	128 04
Total,.....	8,752	\$3,850 88
JACKSON—		
Albion,.....	415	\$182 60
Alma,.....	195	85 80
Hixton,.....	202	88 88
Springfield,.....	97	42 68
Irving,.....	196	86 24
Melrose,.....	222	97 68
Manchester,.....	95	41 80
Northfield,.....	18	7 92
Total,.....	1,440	\$633 60
JEFFERSON—		
Aztalan,.....	355	\$156 20
Cold Spring,.....	295	129 80
Concord,.....	557	245 08
Farmington,.....	877	385 88
Hebron,.....	423	186 12
Ixonia,.....	777	341 88
Jefferson,.....	1,240	545 60
Koshkonong,.....	644	283 36
Lake Mills,.....	526	281 44
Milford,.....	891	392 04
Oakland,.....	482	190 08
Palmyra,.....	639	281 16
Sullivan,.....	708	309 32
Sumner,.....	155	68 20
Waterloo,.....	565	248 60
Waterloo Village,.....	162	71 28
Watertown,.....	676	297 44
Watertown City,.....	2,785	1,225 40
Total,.....	12,702	\$5,588 88

Counties and Towns.	No. of Children.	Apportionment.
JUNEAU—		
Armenia,	95	\$41 80
Clearfield,	72	31 68
Fountain,	125	55 00
Germantown	252	110 88
Kildare,	396	174 24
Lemonweir,	343	160 22
Lindina,	376	165 44
Lyndon,	159	69 96
Lisbon,	386	169 84
Marion,	124	54 56
Mauston,	210	92 40
Necedah,	234	102 96
Orange,	66	29 04
Plymouth,	214	94 16
Summit,	207	91 08
Seven Mile Creek,	259	113 96
Wonewoc,	236	103 84
Total,	3, 754	\$1, 651 76
KENOSHA—		
Brighton,	490	\$215 60
Bristol,	445	195 80
Kenosha,	1, 474	648 56
Paris,	488	214 72
Pleasant Prairie,	566	249 04
Randall,	254	111 76
Salem,	572	251 68
Somers,	499	219 56
Wheatland,	362	169 28
Total,	5, 150	\$2, 266 00
Kewaunee—		
Ahnepee,	250	\$110 00
Carlton,	241	106 04
Casco,	512	225 28
Coryville,	102	44 88
Franklin,	220	96 80
Kewaunee,	382	146 08
Montpelier,	32	14 08
Pierce,	12	5 28
Red River,	319	140 36
Total,	2, 020	\$888 80
La Crosse—		
Bangor,	339	\$149 16
Barre,	485	191 40
Burns,	285	125 40
Campbell,	215	94 60
Farmington,	350	154 00

Counties and Towns.	No. of Children.	Apportionment.
LA CROSSE—continued.		
Farmington,—extra for last year's error,.....	25	\$12 50
Greenfield,.....	302	132 88
Holland,.....	131	57 64
Jackson,.....	266	117 04
La Crosse,.....	1,170	514 80
Neshonoc,.....	260	114 40
Onalaska,.....	350	154 00
Washington,.....	146	64 24
Total,.....	4,249	\$1,869 56
LA POINTE—		
Bayfield,.....	133	\$58 52
Total,.....	133	\$58 52
LA FAYETTE—		
Argyle,.....	506	\$222 64
Belmont,.....	278	122 32
Benton,.....	964	424 16
Center,.....	795	349 80
Elk Grove,.....	548	241 12
Fayette,.....	487	214 28
Gratiot,.....	440	193 60
Kendall,.....	492	216 48
Monticello,.....	216	95 04
New Diggings,.....	743	326 92
Shullsburg,.....	1,120	492 80
Wayne,.....	297	130 68
White Oak Springs,.....	224	98 56
Willow Springs,.....	381	167 64
Wiota,.....	600	264 00
Total,.....	8,091	\$3,560 04
MANITOWOC—		
Cato,.....	552	\$242 88
Centerville,.....	483	212 52
Cooperstown,.....	379	166 76
Eaton,.....	212	93 28
Franklin,.....	429	188 76
Gibson,.....	389	171 16
Kossuth,.....	595	261 80
Liberty,.....	478	208 12
Manitowoc,.....	1,188	522 72
Manitowoc Rapids,.....	557	245 08
Maple Grove,.....	299	131 56
Meeme,.....	475	209 00
Mishicot,.....	494	217 86
Newton,.....	640	281 60
Rockland,.....	271	119 24
Schleswig,.....	325	143 00

Counties and Towns.	No. of Children.	Apportionment.
MANITOWOC—continued.		
Two Creeks,.....	78	\$34 32
Two Rivers,.....	889	391 16
Total,.....	8, 728	\$3, 840 82
MARATHON—		
Berlin,.....	248	\$109 12
Easton,.....	16	7 04
Jenny,.....	23	10 12
Knowlton,.....	57	25 08
Mosinee,.....	83	36 52
Marathon,.....	77	33 88
Stettin,.....	78	32 12
Texas,.....	12	5 28
Wausau,.....	104	45 76
Wausau Village,.....	271	119 24
Weston,.....	26	11 44
Total,.....	990	\$435 60
MILWAUKEE—		
Franklin,.....	727	\$319 88
do extra for last year's error,.....	50	25 00
Greenfield,.....	992	436 48
Granville,.....	1, 099	483 56
Lake,.....	787	346 28
Milwaukee,.....	1, 019	448 36
Milwaukee City,.....	15, 684	6, 900 96
Oak Creek,.....	969	426 36
Wauwatosa,.....	1, 174	516 56
Total,.....	22, 451	\$9, 878 44
MARQUETTE—		
Buffalo,.....	389	\$149 16
Douglas,.....	244	107 36
Crystal Lake,.....	208	89 32
Harris,.....	181	79 64
Mecan,.....	224	98 56
Montello,.....	287	126 28
Moundville,.....	170	74 80
Neshkoro,.....	116	51 04
Newton,.....	247	108 68
Oxford,.....	246	108 24
Packwaukee,.....	222	97 68
Shields,.....	220	96 80
Springfield,.....	111	48 84
Westfield,.....	195	85 80
Total,.....	3, 005	\$1, 322 20

Counties and Towns.	No. of Children.	Apportion- ment.
MONROE—		
Adrian,.....	169	\$74 86
Angelo,.....	150	66 00
Clifton,.....	45	19 80
Eaton,.....	29	12 76
Glendale,.....	104	45 76
Greenfield,.....	104	45 76
Jefferson,.....	152	66 88
Lafayette,.....	113	49 72
Leon,.....	290	127 60
Le Roy,.....	102	44 88
Lincoln,.....	161	70 84
Little Falls,.....	147	64 68
Portland,.....	156	68 64
Ridgeville,.....	218	98 72
Sheldon,.....	150	66 00
Sparta,.....	807	355 08
Tomah,.....	269	118 36
Wellington,	106	46 64
Wilton,.....	188	60 72
Total,.....	3,405	\$1,498 20
OCONTO—		
Marinette,.....	125	\$55 00
Oconto,.....	158	69 52
Oconto Village,.....	286	103 84
Pensaukee,.....	127	55 88
Peshigo,.....	152	66 88
Stiles,.....	117	51 48
Suamico,.....	48	21 12
Total,.....	963	\$423 72
OUTAGAMIE—		
Appleton,.....	953	\$419 32
Bovina,.....	110	48 40
Buchanan,.....	187	60 28
Center,.....	174	76 56
Dale,.....	285	103 40
Ellington,.....	278	120 12
Freedom,.....	317	139 48
Grand Chute,.....	896	\$174 24
Greenville,.....	494	217 86
Hortonia,.....	318	139 92
Kaukauna,.....	367	161 48
Liberty,.....	54	23 76
Osborn,.....	51	22 44
Maple Creek,.....	103	45 32
Total,.....	3,982	\$1,762 08

Counties and Towns.	No. of Children.	Apportionment.
OZAUKEE—		
Belgium,.....	1,057	\$465 08
Cedarburg,.....	1,439	633 16
Fredonia,.....	785	345 40
Grafton,.....	815	358 60
Mequon,.....	1,437	632 28
Port Washington,.....	1,046	467 24
Saukville,.....	760	334 40
Total,.....	7,339	\$3,229 16
PIERCE—		
Clifton,.....	158	\$69 52
Diamond Bluff,.....	15	6 60
El Paso,.....	39	17 06
Hartland,.....	52	22 88
Isabelle,.....	39	17 06
Martell,.....	199	87 56
Oak Grove,.....	113	49 72
Perry,.....	81	35 64
Pleasant Valley,.....	64	28 16
Prescott,.....	360	158 40
River Falls,.....	287	104 28
Trenton,.....	25	11 00
Trimble,.....	138	60 72
Union,.....	16	7 04
Total,.....	1,536	\$675 84
PEPIN—		
Albany,.....	31	\$13 64
Bear Creek,.....	176	77 44
Frankfort,.....	76	33 44
Lima,.....	61	26 84
Pepin,.....	272	119 68
Stockholm,.....	47	20 68
Waterville,.....	44	19 36
Waubeck,.....	93	40 92
Total,.....	800	\$352 00
POLK—		
Alden,.....	63	\$27 72
Farmington,.....	120	52 82
Osceola,.....	154	67 76
St. Croix Falls,.....	111	48 84
Lincoln,.....	21	9 24
Stirling,.....	33	14 52
Total,.....	502	\$220 88

Counties and Towns.	No. of Children.	Apportionment.
PORTAGE—		
Almond,	198	\$84 92
Amherst,	218	98 72
Belmont,	161	70 84
Buena Vista,	178	78 32
Eau Pleine,	44	19 36
Hull,	108	47 52
Lanark,	163	71 72
Linwood,	100	44 00
New Hope,	173	76 12
Pine Grove,	114	50 16
Plover,	806	184 64
Sharon,	203	89 32
City of Stevens Point,	412	181 28
Stockton,	217	95 48
Total,	2,585	\$1,187 40
RACINE—		
Burlington,	873	\$384 12
Caledonia,	1,069	470 36
Dover,	464	204 16
Mt. Pleasant,	951	418 44
Norway,	452	198 88
Racine,	2,639	1,161 16
Raymond,	520	228 80
Rochester,	337	148 28
Waterford,	642	282 48
Yorkville,	519	223 36
Total,	8,466	\$3,725 04
RICHLAND—		
Akan,	98	\$43 12
Blogm,	281	123 64
Buena Vista,	376	165 44
Dayton,	255	112 20
Eagle,	346	152 24
Forest,	243	106 92
Henrietta,	227	99 88
Ithaca,	435	191 40
Marshall,	301	132 44
Orion,	210	92 40
Richland,	408	179 52
Richwood,	390	171 60
Rockbridge,	263	115 72
Sylvan,	241	106 04
Westford,	221	97 24
Willow,	183	84 92
Total,	4,488	\$1,974 72

Counties and Towns.	No. of Children.	Apportion- ment.
ROCK—		
Avon,.....	398	\$175 12
Beloit,.....	818	139 92
Beloit City,.....	1,460	642 40
Bradford,.....	427	187 88
Center,.....	436	191 84
Clinton,.....	617	271 48
Fulton,.....	711	312 84
Harmony,.....	369	162 36
Janesville,.....	314	138 16
Janesville City,.....	3,022	1,329 68
Johnstown,.....	412	181 28
La Prairie,.....	306	134 64
Lima,.....	390	171 60
Magnolia,.....	461	202 84
Milton,.....	608	267 52
Newark,.....	485	213 40
Plymouth,.....	492	216 48
Porter,.....	515	226 60
Rock,.....	470	206 80
Spring Valley,.....	436	191 84
Turtle,.....	520	228 80
Union,.....	643	282 92
Total,.....	13,810	\$6,076 40
SAUK—		
Baraboo,.....	826	\$363 44
Bear Creek,.....	274	120 56
Dellona,.....	308	133 82
Excelsior,.....	278	122 32
Fairfield,.....	258	113 52
Franklin,.....	234	124 96
Freedom,.....	222	97 68
Greenfield,.....	333	146 52
Honey Creek,.....	408	179 52
Ironton,.....	380	167 20
Lavalle,.....	249	109 56
Merrimack,.....	292	128 48
New Buffalo,.....	348	153 12
Prairie du Sac,.....	766	337 04
Reedsburg,.....	512	225 28
Spring Green,.....	368	161 92
Sumpter,.....	400	176 00
Troy,.....	304	133 76
Washington,.....	330	145 20
Westfield,.....	334	146 96
Winfield,.....	294	129 36
Woodland,.....	215	94 60
Total,.....	7,978	\$3,610 32

Counties and Towns.	No. of Children.	Apportionment.
SAINT CROIX—		
Cylon,.....	66	\$29 04
Eau Gallie,.....	43	18 92
Erin Prairie,.....	209	91 96
Emerald,.....	48	21 12
Hammond,.....	151	66 44
Hudson,.....	103	45 32
Hudson City,.....	475	209 00
Malene,.....	121	53 24
Pleasant Valley,.....	100	44 00
Richmond,.....	115	50 60
Rush River,.....	91	40 04
St. Joseph,.....	74	32 56
Springfield,.....	41	18 04
Star Prairie,.....	115	50 60
Somerset,.....	109	47 96
Troy,.....	132	58 08
Warren,.....	40	17 60
Total,.....	2,033	\$894 52
SHEBOYGAN—		
Abbott,.....	628	\$276 32
Greenbush,.....	605	266 20
Herman,.....	739	325 16
Holland,.....	952	418 88
Lima,.....	707	311 08
Lyndon,.....	582	256 08
Mitchell,.....	417	183 48
Moselle,.....	416	183 04
Plymouth,.....	779	342 76
Rhine,.....	515	226 60
Russell,.....	240	105 60
Scott,.....	539	237 16
Sheboygan,.....	474	208 56
Sheboygan City,.....	1,428	628 32
Sheboygan Falls,.....	689	303 16
Sheboygan Falls Village,.....	405	178 20
Wilson,.....	415	182 60
Total,.....	10,530	\$4,638 20
SHAWANAW—		
Belle Plain,.....	80	\$85 20
Hartland,.....	16	7 04
Pella,.....	48	21 12
Richmond,.....	78	34 32
Shawano,.....	20	8 80
Waukecheon,.....	7	3 08
Total,.....	249	\$109 56

Counties and Towns.	No. of Children.	Apportionment.
TREMPEALEAU—		
Arcadia,.....	94	\$41 86
Caledonia,.....	150	68 00
Chase,.....	28	10 12
Gale,.....	267	117 48
Lincoln,.....	46	20 24
Preston,.....	111	48 84
Sumner,.....	48	21 12
Trempealeau,.....	377	165 88
Total,.....	1,116	\$491 04
VERNON—		
• Bergen,.....	111	48 84
• Christiana,.....	292	128 48
• Clinton,.....	163	71 72
• Coon,.....	171	75 24
• Franklin,.....	363	159 72
• Forest,.....	155	68 20
• Genoa,.....	123	54 12
• Greenwood,.....	181	79 64
• Hillsboro,.....	237	104 28
• Harmony,.....	154	67 76
• Hamburg,.....	259	113 96
• Jefferson,.....	369	162 36
• Kickapoo,.....	323	142 12
• Liberty,.....	113	49 72
• Stark,.....	99	43 36
• Sterling,.....	237	104 28
• Union,.....	109	47 96
• Viroqua,.....	617	271 48
• Webster,.....	145	68 80
• Whitestown,.....	77	33 88
• Wheatland,.....	118	51 92
Total,.....	4,416	\$1,943 04
WALWORTH—		
Bloomfield,.....	480	\$211 20
Darien,.....	594	261 36
Delavan,.....	893	392 92
East Troy,.....	666	293 04
Elkhorn,.....	380	167 20
Geneva,.....	964	424 16
Hudson,.....	549	241 56
Lafayette,.....	458	201 52
La Grange,.....	491	216 04
Linn,.....	459	201 96
Richmond,.....	409	179 96
Sharon,.....	676	297 44
Spring Prairie,.....	450	198 00
Sugar Creek,.....	464	204 16
Troy,.....	458	201 52

Counties and Towns.	No. of Children.	Apportionment.
WALWORTH—continued.		
Walworth,.....	543	\$238 92
Whitewater,.....	1, 194	525 36
Total,.....	10, 128	\$4, 456 32
WASHINGTON—		
Addison,	905	\$398 20
Barton,.....	469	205 48
Erin,.....	756	332 64
Farmington,.....	709	311 96
Germantown,.....	1, 097	482 68
Hartford,.....	1, 026	451 44
Jackson,	763	335 72
Kewaskum,.....	482	212 08
Polk,.....	1, 111	488 84
Richfield,.....	908	397 32
Trenton,.....	764	336 16
Wayne,.....	737	323 28
West Bend,	635	279 40
Total,	10, 355	\$4, 556 20
WAUKESHA—		
Brookfield,.....	838	\$368 72
Delafield,.....	501	220 44
Eagle,.....	558	245 52
Genesee,	765	335 60
Lisbon,	611	268 84
Menomonee,.....	954	419 76
Merton,.....	563	247 72
Mukwonago,.....	515	226 60
Muskego,.....	556	234 64
New Berlin,.....	826	363 44
Oconomowoc,	851	374 44
Ottawa,	469	206 36
Pewaukee,.....	622	273 68
Summit,.....	453	199 32
Vernon,.....	432	190 08
Waukesha,	1, 321	581 24
Total,.....	10, 835	\$4, 767 40
WAUPACCA—		
Bear Creek,.....	57	\$25 08
do extra for last year's error,.....	22	11 00
Caledonia,.....	127	55 88
Dayton,.....	313	137 72
Farmington,.....	256	112 64
Helvetia,	29	12 76
Iola,	214	94 16
Larrabee,	30	13 20
Lebanon,.....	117	51 48

Counties and Towns.	No. of Children.	Apportionment.
WAUPACCA—continued.		
Lind,.....	367	\$161 48
Little Wolf,.....	101	44 44
Matteson,.....	88	16 72
Mukwa,.....	401	176 44
Royalton,.....	182	80 08
Scandinavia,.....	296	130 94
St. Lawrence,.....	241	106 04
Union,.....	42	18 48
Waupacca,.....	408	179 52
Weyauwega,.....	470	206 80
Total,	3,689	\$1,623 16
WAUSHARA—		
Aurora,.....	358	\$157 52
Bloomfield,.....	288	126 72
Coloma,.....	186	59 84
Dakota,.....	157	69 08
Deerfield,.....	61	36 84
Hancock,.....	109	47 96
Leon,.....	303	133 32
Marion,.....	231	101 64
Mount Morris,.....	181	79 64
Oasis,.....	181	79 64
Plainfield,.....	354	155 76
Poyssippi,.....	143	62 92
Richford,.....	238	104 72
Rose,.....	48	21 12
Saxeville,.....	256	112 64
Springwater,.....	184	80 96
Warren,.....	226	99 44
Wautoma,.....	304	138 76
Total,	3,758	\$1,658 52
WINNEBAGO—		
Algoma,.....	284	\$124 96
Black Wolf,.....	286	125 84
Clayton,.....	464	204 16
Menasha,.....	858	377 52
Neeenah,.....	686	301 84
Nekimi,.....	413	181 72
Nepeuskin,.....	333	146 52
Oshkosh,.....	846	152 24
Oshkosh City,.....	2,487	1,094 28
Omro,.....	777	341 88
Poygan,.....	293	128 92
Rushford,.....	667	293 48
Utica,.....	459	201 96
Vinland,.....	393	175 12
Winchester,.....	424	186 56
Winneconne,.....	423	186 12
Wolf River,.....	94	41 86
Total,	9,692	\$4,264 48

Counties and Towns.	No. of Children.	Apportion- ment.
Wood—		
Centralia,.....	133	\$58 52
Dexter,.....	52	22 88
Grand Rapids.....	326	143 44
Rudolph,.....	81	35 64
Saratoga,.....	98	40 92
Seneca,.....	50	22 00
do extra for last year's error,.....	20	10 00
Springfield,	80	13 20
Total,	765	\$336 60

TABLE NO. II.

Counties and Towns.	No. of School Districts.											
	No. of Districts not reported.	No. of parts of Districts.	No. parts Districts not reported.	No. of Male Children over 4 and under 20 years age.	No. of Female Children over 4 and under 20 years of age.	Total No. of Children over 4 and under 20 years of age.	No. of Children under 4 years of age who have attended school.	No. of Children over 20 years of age who have attended school.	No. of Districts maintaining School more than one term.	No. of days a school has been taught during winter term.	No. of days a school has been taught during summer term.	Total No. of days a school has been taught during the year.
ADAMS—	9	8	1	104	100	204	.....	.....	1	176	211	387
Adams,	1	1	2	17	16	33	.....	88	1	66	88	154
Big Flats,	3	3	6	145	126	271	.....	271	8	319	332	651
Dell Prairie,	4	4	1	60	58	118	8	302	1	66	302	388
Easton,	6	1	1	100	77	177	1	220	3	220	346	566
Jackson,	4	2	2	100	70	170	4	340	4	340	297	637
Lincoln,	4	1	1	81	20	51	.....	211	1	44	211	255
Leola,	3	1	1	74	72	146	1	196	1	196	219	416
Monroe,	7	2	4	78	72	145	4	410	6	410	350	769
New Chester,	4	2	2	164	142	306	2	345	4	345	286	631
New Haven,	2	1	1	26	28	48	9	66	1	66	132	198
Newark Valley,	2	1	1	68	59	127	1	849	3	849	316	665
Preston,	2	3	3	37	31	68	1	161	3	161	218	374
Quincy,	3	2	2	67	64	131	.....	198	8	198	286	484
Richfield,	2	4	1	21	23	44	4	126	1	126	147	268
Rome,	3	3	3	110	115	225	3	470	6	470	417	887
Springville,	4	4	8	168	149	307	5	330	8	330	241	571
Strong's Prairie,	9	8	2	1	1	1	1	1	1	1	1	1

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TABLE NO. II—continued.

Countries and Towns.	No. of School Districts.										No. of different pupils attending during the year.						
	No. of Districts not reported.	No. of parts of Districts.	No. parts Districts not reported.	No. of Male Children over 4 and under 20 years of age.	No. of Female Children over 4 and under 20 years of age.	Total No. of Children over 4 and under 20 years of age.	No. of Children under 4 years of age who have attended school.	No. of Children over 20 years of age who have attended school.	No. of Districts maintaining School more than one term.	No. of days a school has been taught during winter term.		No. of days a school has been taught during summer term.	Total No. of days a school has been taught during the year.	No. of pupils attending during winter term.	Whole No. of days attendance of pupils during winter term.	No. of pupils attending during summer term.	Whole No. of days attendance of pupils during summer term.
ADAMS—continued.	1	...	...	31	31	62	.....	.....	1	64	71	135	55	2, 156	62	2, 387	85
White Creek,.....	59	238	1	1, 385	1, 248	2, 633	23	15	51	8, 946	4, 460	8, 406	1, 678	67, 517	1, 713	60, 338	2, 335
Total,.....																	
ASHLAND—	1	...	...	50	43	93	7	.....	1	88	66	154	29	1, 006	24	902	39
La Pointe,.....	2	...	...	87	92	179	2	1	1	136	40	176	84	5, 137	75	1, 014	100
Bayport,.....	3	...	...	137	135	272	9	1	2	224	106	330	113	6, 743	99	1, 916	139
Total,.....																	
BROWN—	2	1	...	126	110	236	.....	.....	1	173	56	229	68	*173	25	56	68
Bellevue,.....	3	1	...	64	61	125	.....	.....	8	179	186	365	65	1, 475	54	1, 750	163
Depere,.....	1	...	...	106	110	216	.....	.....	1	99	90	180	138	4, 580	130	4, 895	136
Depere Village,.....	1	...	...	41	57	98	.....	.....	...	132	44	176	29	*132	21	44	80
Eaton,.....	2	...	...	172	157	329	.....	.....	1	197	140	337	98	4, 567	83	2, 732	120
Fort Howard,.....	3	1	...	70	60	130	2	1	4	234	212	496	104	5, 139	80	3, 266	104
Glenmore,.....																	

* Manifest error.

Green Bay,.....	1	2	124	107	231	.....	231	66	297	84	.....	80	.....	98	
Green Bay City,.....	1	1	453	557	1,010	.....	1	85	137	222	414	24,297	407	35,783	439
Holland,.....	4	1	193	176	359	66	220	830	550	152	8,615	182	4,216	190		
Howard,.....	3	1	145	159	304	2	8	308	182	440	169	8,190	127	2,704	184	
Humboldt,.....	3	1	116	118	234	4	2	242	242	484	.....	.....	125	6,568	125
Lawrence,.....	5	1	155	153	308	1	4	357	267	624	150	5,511	130	5,789	200	
Morrison,.....	5	1	110	80	190	4	4	286	374	660	95	8,964	112	6,100	189	
New Denmark,.....	4	1	100	101	201	.....	8	251	250	501	55	1,127	91	1,971	106
Pittsfield,.....	2	1	25	19	44	1	1	161	161	322	.....	.....	81	1,427	41
Preble,.....	1	3	126	116	242	1	1	194	65	259	84	4,020	40	1,634	93	
Rockland,.....	5	1	123	87	210	8	1	242	374	616	100	.....	110	.....	128
Scott,.....	3	5	396	375	771	18	.....	286	308	594	160	5,102	253	6,937	315
Shawano,.....	3	1	62	75	137	1	2	132	225	357	73	.....	68	.....	92
Wrightstown,.....	3	2	107	112	219	5	4	262	314	576	155	3,908	133	3,446	159	
Total,.....	55	20	3	2,814	2,790	5,604	100	5	41	4,312	3,973	2,179	75,860	2,282	89,266	2,870
Waukegan—																
Waukegan,.....	3	1	79	53	132	7	1	265	152	417	72	4,803	49	2,587	96	
Belvidere,.....	3	1	63	62	125	.....	198	.....	198	198	51	495	.....	.....	51
Buffalo City,.....	1	1	35	36	71	.....	125	128	253	253	65	8,941	65	3,941	65
Buffalo,.....	2	1	102	96	198	.....	264	.....	264	264	105	6,155	.....	.....	105
Cross,.....	3	2	74	66	140	.....	242	.....	242	242	113	.....	.....	.....	126
Eagle Mills,.....	1	1	44	31	75	.....	154	.....	154	36	836	.....	.....	.....	.....
Gilmanton,.....	2	1	56	29	85	.....	108	66	174	39	1,833	19	1,008	56	
Glencoe,.....	3	1	83	81	64	.....	88	66	154	40	2,340	32	1,007	52	
Modena,.....	1	1	82	24	56	.....	66	66	132	32	1,108	85	1,200	44	
Marville,.....	6	2	75	59	134	2	220	198	418	70	807	57	1,944	101		
Naples,.....	7	1	107	106	213	4	1	324	452	776	104	4,157	174	5,159	189	
Nelson,.....	3	2	31	25	56	1	132	182	264	.....	.....	.....	11	321	.....
Wausandee,.....	4	1	141	100	241	.....	352	188	440	106	.....	.....	40	.....	124
Total,.....	39	711	872	718	1,590	14	2	4	2,538	1,848	3,886	833	26,475	482	17,167	1,009

Wheaton,	4	...	...	47	48	95	1	1	8	108	278	476	41	2, 228	64	8, 258	87
Total,	28	...	...	467	445	912	36	8	18	1, 077	1, 846	2, 928	800	15, 284	534	21, 615	578

CLARK—

Lewis,	2	...	...	...	...	61	...	...	...	198	88	286	47	1, 581	...	...	47
Lynn,	8	...	...	52	52	104	...	...	2	154	245	399	48	2, 769	64	8, 346	80
Pine Valley,	8	...	...	52	48	95	...	...	2	92	268	355	56	1, 619	98	8, 724	101
Weston,	8	...	...	...	...	...	...	...	4	444	596	1, 040	151	5, 969	157	7, 070	228
Total,	8	...	...	134	106	250	...	...	4	444	596	1, 040	151	5, 969	157	7, 070	228

CUMBERLAND—

Kingston,	4	...	...	167	187	304	2	1	4	229	388	567	118	5, 936	145	6, 315	182
Madonia,	7	...	...	220	198	418	4	...	6	509	484	998	196	10, 571	218	8, 729	297
Rambus,	7	...	...	439	400	889	1	1	10	707	738	1, 440	577	25, 806	507	82, 786	653
Reiland,	2	1	5	248	273	521	1	4	5	477	415	892	824	14, 812	247	7, 877	421
Revere,	8	...	...	278	287	510	8	8	9	737	759	1, 496	408	21, 123	324	16, 071	495
St. Winnebago,	8	...	...	205	166	371	1	2	6	521	415	986	272	10, 061	211	7, 206	199
St. John Prairie,	6	...	...	285	240	476	7	1	5	486	388	829	302	14, 804	267	12, 661	407
Stapden,	7	...	...	200	184	384	1	4	6	502	505	1, 007	188	6, 954	176	4, 507	148
St. John,	6	...	...	242	224	466	2	2	6	477	471	948	217	8, 237	207	7, 234	385
Twiston,	10	...	...	225	208	488	9	1	4	749	380	1, 079	281	5, 143	151	8, 524	220
Adel,	8	...	...	289	282	571	...	...	8	557	882	1, 389	829	1, 865	386	17, 840	478
Lowville,	7	...	...	178	177	355	8	7	8	581	643	1, 224	301	9, 215	311	1, 148	396
Marcellon,	6	...	...	192	176	369	8	8	...	492	562	1, 054	266	10, 898	211	7, 693	309
Newport,	7	...	...	235	238	478	9	...	7	428	379	807	194	18, 780	310	14, 663	376
Osage,	5	...	...	260	281	491	...	7	7	418	896	814	527	8, 994	208	6, 222	298
Pacific,	3	...	...	47	85	82	2	...	2	280	159	438	68	2, 518	40	2, 139	86
Portage City,	1	...	...	551	624	1, 175	...	14	...	76	114	190	818	4, 425	921	6, 453	1, 021
Randolph,	8	...	...	231	237	468	4	9	...	579	482	1, 061	809	18, 397	277	10, 359	381
Sooth,	4	...	...	176	168	344	2	8	8	608	570	1, 178	802	12, 401	252	8, 446	311
Springvale,	5	...	...	206	157	368	26	7	18	412	479	891	221	6, 476	226	6, 086	262
West Point,	6	...	...	164	150	314	1	1	14	470	466	936	249	12, 184	205	8, 926	291
Wyocena,	8	...	...	270	244	514	1	2	7	560	610	1, 170	276	10, 955	254	11, 414	346
Total,	126	188	8	5, 255	4, 981	10, 286	82	82	135	10, 800	10, 524	21, 824	6, 728	238, 045	6, 049	208, 199	7, 857

TABLE NO. II—continued.

Counties and Towns.	No. of School Districts.		No. of Districts not reported.		No. of parts of Districts.		No. parts Districts not reported.		No. of Male Children over 4 and under 20 years of age.		No. of Female Children over 4 and under 20 years of age.		Total No. of Children over 4 and under 20 years of age.		No. of Children under 4 years of age who have attended school.		No. of Children over 20 years of age who have attended school.		No. of Districts maintaining School more than one term.		No. of days a School has been taught during winter term.		No. of days a School has been taught during summer term.		Total No. of days a School has been taught during the year.		No. of pupils attending during winter term.		Whole No. of days attendance of pupils during winter term.		No. of pupils attending during summer term.		Whole No. of days attendance of pupils during summer term.		No. of different pupils attending during the year.	
CRAWFORD—																																				
Clayton,	12	2	...	...	...	...	...	...	251	211	462	12	2	6	897	897	1,794	214	7,676	215	7,095	861								
Eastman,	5	5	...	...	...	...	...	...	191	205	396	3	5	5	488	413	896	191	7,258	134	4,824	258								
Freeman,	7	1	6	2	...	...	...	...	131	140	271	5	...	9	616	648	1,264	125	6,500	146	6,278	197										
Haney,	3	7	1	...	...	...	...	...	91	66	157	...	2	4	408	408	816	133	4,921	106	4,770	168									
Lynxville,	4	1	1	1	...	...	...	...	50	46	96	2	...	2	264	264	528	38	646	59	2,537	67										
Marietta,	9	2	2	...	...	...	...	...	106	102	208	6	1	2	462	609	1,071	136	6,256	93	4,650	156									
Prairie du Chien,	10	...	...	...	...	...	...	...	541	534	1,075	3	5	6	810	800	1,610	452	28,920	611	24,440	737							
Seneca,	4	...	6	...	...	...	...	...	120	118	238	7	4	8	420	480	900	178	7,654	212	8,480	290									
Scott,	4	1	5	...	...	...	...	...	145	124	259	1	2	4	320	330	650	148	5,920	84	2,856	163									
Utica,	9	...	8	...	...	...	...	...	174	160	334	2	2	8	700	650	1,350	228	8,892	82	2,624	296									
Wauzeka,	5	...	3	...	...	...	...	...	119	153	272	2	...	...	438	480	918	83	3,735	127	5,080	189							
Total,	72	5	40	6	1,919	1,859	3,778	43	23	54	5,818	5,979	11,797	1,956	88,378	1,869	78,684	2,872																		
DANE—East District.																																				
Albion,	7	...	5	...	...	...	...	...	222	207	429	3	5	7	460	495	955	230	8,022	191	7,314	300									
Blooming Grove,	6	...	1	...	...	...	...	...	176	168	344	3	4	4	449	258	707	161	7,082	120	8,914	232									

Bristol,.....	7	...	8	...	232	247	479	2	1	7	578	509	1,087	304	9,994	207	7,875	302
Burke,.....	4	...	4	...	172	192	364	2	8	7	553	488	1,041	271	8,345	228	4,928	283
Christians,.....	4	...	7	...	292	297	589	2	11	5	688	368	1,051	465	13,648	205	9,066	493
Cottage Grove,.....	4	...	7	...	314	321	635	1	4	10	705	618	1,323	428	17,389	314	12,655	526
Deerfield,.....	5	...	6	1	229	190	419	8	4	5	528	629	1,157	204	2,036	168	.....	96
Dunn,.....	8	...	2	...	225	228	458	3	...	6	337	409	796	274	9,273	239	5,959	316
Dunkirk,.....	9	...	3	...	303	334	727	6	6	12	674	669	1,343	427	18,815	367	17,129	440
Medina,.....	6	1	3	...	223	208	431	1	1	7	330	419	749	236	7,048	270	6,334	374
Pleasant Spring,.....	4	...	3	...	261	231	492	4	9	4	338	262	600	239	9,439	143	8,560	278
Rutland,.....	8	...	6	3	235	198	433	2	6	8	603	556	1,159	324	16,410	301	13,127	417
Sun Prairie,.....	7	1	7	...	269	245	514	2	3	11	373	435	808	252	8,486	238	6,166	327
Vienna,.....	4	...	5	1	184	164	348	5	7	5	456	561	1,017	233	7,861	239	7,234	346
Windsor,.....	5	...	3	...	228	192	420	2	1	5	403	369	772	200	6,477	189	6,983	266
Westport,.....	6	...	1	...	226	213	439	1	...	6	511	461	972	290	13,122	263	11,503	376
York,.....	5	...	5	...	204	179	383	3	5	9	600	584	1,184	266	6,177	225	4,857	330
Total,.....	99	271	5	4,085	3,814	7,899	45	70	118	8,631	8,090	16,721	4,799	169,569	8,907	128,605	5,702	

DARE—West District.

Berry,.....	5	...	1	1	232	213	445	32	.....	2	406	154	560	86	2,572	60	1,844	113
Black Earth,.....	3	...	2	...	169	142	311	4	...	3	320	263	583	228	8,422	217	8,193	283
Blue Mounds,.....	4	1	1	...	166	152	318	1	6	5	260	245	505	128	4,176	116	3,460	167
Gross Plains,.....	5	...	2	...	274	230	504	2	1	6	400	461	861	207	5,471	209	2,976	136
Dane,.....	5	1	7	2	230	191	421	2	3	7	454	393	847	206	7,372	207	5,626	263
Fitchburg,.....	10	1	2	...	334	212	546	1	.....	8	501	561	1,062	290	14,181	268	10,126	279
Mazomanie,.....	4	...	2	...	251	234	486	.....	.....	3	331	229	560	335	17,108	283	13,082	411
Madison,.....	7	3	2	1	106	134	240	7	.....	5	296	340	636	162	7,333	149	7,361	196
Middleton,.....	8	...	3	...	279	274	558	2	1	8	602	567	1,169	291	12,512	294	12,538	345
Montrose,.....	5	...	2	...	284	210	444	.....	4	7	521	505	1,026	309	14,520	271	10,914	392
Oregon,.....	10	...	1	...	273	243	516	1	2	7	562	552	1,114	318	15,100	273	11,534	418
Primrose,.....	5	...	4	...	232	196	448	2	4	5	447	385	832	219	7,744	158	5,235	280
Perry,.....	3	...	3	...	269	208	472	1	8	2	539	48	587	205	4,958	43	4,461	213
Boxbury,.....	4	...	4	...	269	246	615	.....	.....	4	626	329	855	251	10,019	170	3,722	269
Springfield,.....	7	1	4	...	246	247	498	3	2	7	712	435	1,147	348	11,553	217	5,440	385
Springdale,.....	4	...	2	...	223	238	456	5	18	5	378	389	717	262	10,246	227	7,491	328
Vermont,.....	4	...	1	...	277	188	465	6	3	290	195	475	286	6,143	184	2,898	294

TABLE No. II—continued.

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DANE—West District—con.																	
Verona.....	6	1		248	229	477	4	1	7	500	535	1,035	335	15,552	297	13,309	412
Madison City.....	1			1,304	1,186	2,491			1	150	60	210	1,209		987		1,288
Total,	100	744	4	5,637	4,973	10,600	67	51	95	8,185	6,596	14,781	5,624	174,982	4,575	125,710	6,872
DODGE—East District.																	
Ashippun.....	8	2		382	319	701			8	654	533	1,261	419	19,906	330	1,136	533
Herman.....	8	3		412	352	794	2	3	8	592	286	828	306	4,607	126	4,352	287
Hubbard.....	8	1		536	551	1,087	1	18	8	771	493	1,260	668	30,981	674	47,928	822
Hustisford.....	4	5		296	286	582			14	477	508	985	358	11,833	287	12,659	806
Lebanon.....	5	3		342	378	720	2	1	2	429	154	589	218	8,106	90	2,292	233
Le Roy.....	8	2		290	224	514	7	4	7	464	539	1,088	300	11,736	299	9,900	395
Lomira.....	10	2		379	310	689	10	8	9	709	638	1,397	544	16,350	347	14,353	477
Rubicon.....	10	2		489	365	804	1	8	9	655	646	1,301	405	16,890	894	13,676	518
Theresa.....	10	4		499	432	931			14	722	285	1,007	831	9,750	142	4,305	120
Williamstown.....	6	8		426	448	874	2	2	6	467	488	952	391	25,810	326	19,029	563
Total,	77	27	5	4,001	3,695	7,696	25	36	80	5,945	4,665	10,672	3,940	155,019	3,016	129,530	4,253

EAU CLAIRE—

6	2	195	179	374	8	3	264	331	595	159	9,762	156	8,870	189
3	...	107	110	217	...	2	219	198	417	146	6,596	118	4,165	176
2	1	84	48	77	1	...	112	88	200	50	2,826	58	...	...
6	...	126	120	246	...	2	218	844	562	125	6,376	160	6,178	198
4	1	58	45	98	2	...	66	198	264	18	578	56	466	62
3	2	37	47	84	3	...	172	110	282	42	1,530	31	1,095	37
2	3	59	48	107	...	...	55	136	191	23	8,011	44	1,960	54
3	8	56	58	114	2	...	144	220	364	58	1,578	42	2,502	110
28	211	2	667	650	1,317	11	1,250	1,625	2,875	616	37,206	60	25,231	826
Total,														

FOND DU LAC—

6	6	267	265	532	1	8	718	724	1,442	280	15,082	270	12,749	320
10	1	409	377	786	8	2	744	329	1,118	543	26,195	241	8,561	591
9	2	249	249	528	6	2	679	549	1,228	323	14,189	305	12,451	411
9	5	280	307	537	24	8	820	844	1,664	418	10,206	340	7,687	408
4	1	300	298	698	...	1	527	186	718	263	13,691	148	4,188	243
7	1	170	180	350	1	2	691	649	1,340	299	7,822	230	5,807	326
7	8	316	298	614	5	...	554	568	1,122	192	5,999	199	4,688	327
4	1	314	250	564	...	9	434	347	781	356	1,589	315	9,926	462
1	...	1,307	1,388	2,695	...	...	...	...	...	...	...	...	2,048	...
6	2	231	205	436	1	...	463	545	1,162	240	12,391	266	9,908	385
5	2	277	237	514	10	3	473	454	927	307	15,882	247	13,679	339
5	1	173	148	321	...	6	845	399	694	165	5,841	163	6,652	218
5	7	249	232	481	...	2	657	564	1,653	325	16,590	232	11,512	369
2	8	352	321	673	...	...	545	...	...	...	...	...	...	...
11	2	298	291	584	2	11	883	856	1,739	470	22,415	434	18,580	586
6	6	229	254	483	2	5	451	408	859	265	...	218	...	330
7	1	193	173	366	...	2	479	481	960	245	9,347	275	8,258	271
7	2	337	323	640	2	3	708	701	1,589	391	17,010	308	11,962	425
3	9	202	191	393	3	1	611	696	1,807	272	11,208	286	11,471	409
2	8	334	323	657	3	7	245	121	574	334	34,169	391	16,751	509
6	7	224	249	478	1	6	608	725	1,333	339	13,471	325	15,668	371
8	2	368	324	687	5	5	543	328	871	355	4,469	245	...	319

Jamestown,.....	7	...	...	281	280	561	...	2	6	491	896	887	196	4,770	148	7,805	827
Little Cranl,.....	5	...	2	187	144	281	2	3	6	358	352	710	177	7,947	174	4,141	231
Lima,.....	5	...	5	192	196	387	1	4	7	500	485	935	265	12,234	245	9,647	349
Liberty,.....	6	...	...	144	124	268	8	1	5	374	264	638	207	6,181	158	7,449	77
Lancaster,.....	18	2	4	404	409	813	2	10	11	882	776	1,658	545	33,610	451	16,299	611
Millville,.....	10	...	3	257	235	492	...	2	...	492	661	1,153	226	7,717	314	10,541	396
Muscoda,.....	4	...	2	129	143	272	...	...	1	228	91	319	157	6,845	100	1,823	177
Marion,.....	4	1	...	140	124	264	...	...	2	200	116	316	77	8,415	104	3,476	124
Paris,.....	4	2	...	163	163	316	...	...	3	805	264	569	216	8,829	179	3,121	283
Patch Grove,.....	7	6	1	163	175	388	1	5	4	408	512	920	176	9,664	219	10,808	298
Platteville,....	8	...	3	641	537	1,178	...	...	11	614	541	1,556	784	40,467	639	25,671	892
Potosi,.....	8	...	3	674	511	1,085	1	1	8	592	829	921	621	15,560	242	9,836	826
Snelsar,.....	6	...	3	303	237	540	2	1	6	425	419	844	308	10,081	265	9,899	398
Taillon,.....	4	...	4	206	190	396	1	3	8	195	197	392	138	626	170	5,326	218
Wyalusing,.....	6	1	...	118	109	227	1	1	3	284	200	484	113	4,916	103	4,667	150
Waterloo,.....	6	1	3	116	116	232	1	1	3	288	206	489	84	2,791	106	5,713	100
Watertown,.....	4	...	1	83	78	161	2	...	...	198	263	461	93	3,774	114	3,527	133
Wingville,.....	4	...	3	147	144	291	2	2	...	328	284	612	193	.....	126	5,147	137
Total,.....	178	7	71	3	6,802	13,456	89	53	155	11,731	10,373	22,154	7,640	309,056	6,781	272,652	9,838

GIVEN—

Adams,.....	5	...	1	159	135	294	3	...	6	396	395	791	226	8,826	185	6,757	262
Albany,.....	6	...	3	288	277	565	5	12	9	527	498	1,025	363	19,023	321	16,386	489
Brooklyn,	6	...	3	211	196	407	...	2	9	628	630	1,258	337	16,197	293	12,804	418
Cadiz,.....	8	...	3	217	183	400	1	4	6	591	449	1,040	300	11,701	204	6,237	317
Clarno,.....	9	...	2	301	295	536	3	3	9	696	632	1,328	417	20,107	334	13,446	494
Decatur,	8	...	2	320	314	634	...	10	8	632	651	1,283	526	32,717	408	21,592	585
Exeter,	6	...	4	216	202	418	...	...	6	379	401	784	269	11,406	287	10,108	296
Jefferson,.....	7	...	3	361	318	674	8	1	9	699	639	1,338	486	23,123	418	18,332	584
Jordan,	5	...	2	214	201	415	4	3	5	356	392	781	217	8,079	203	7,319	299
Monroe,.....	7	...	6	659	601	1,260	2	6	12	785	641	1,376	858	49,172	817	48,222	807
Mt. Pleasant,.....	8	...	2	263	251	514	4	1	8	531	614	1,185	375	17,302	358	13,907	412
New Glarus,.....	3	...	4	202	177	379	5	...	3	314	132	446	195	9,065	91	1,795	290
Spring Grove,.....	8	...	1	249	224	478	4	2	8	531	579	1,160	306	16,051	299	13,199	395
Sylvester,	5	...	6	263	240	508	...	1	7	560	636	1,146	342	11,711	355	13,260	425

Princeton,.....	5...	5...	263	240	508	8	1	10	517	461	978	332	15,854	270	9,429	402
Seneca,.....	2...	4...	82	71	158	.....	.....	8	362	278	635	103	285	83	196	121
St. Marie,.....	2...	6...	132	98	280	2	.....	3	287	305	592	134	6,238	141	5,952	199
Total,.....	43...	58 3	2,377	2,266	4,643	12	27	68	5,909	5,468	11,587	2,708	127,274	2,181	91,621	3,664

IOWA—

Arena,.....	9	1	4	260	244	504	.....	7	634	549	1,183	311	11,228	285	8,456	416
City,.....	5	1	131	122	253	.....	.....	5	323	895	718	148	4,974	161	7,414	196
Dodgeville,.....	13	2	779	746	1,525	9	2	11	980	999	1,949	825	38,719	983	37,462	1,091	
Richland,.....	12	2	527	525	1,052	.....	4	8	703	692	1,365	611	1,610	602	12,504	666
Linden,.....	10	1	395	363	758	.....	1	6	826	416	1,242	517	22,920	248	11,115	596
Mineral Point City,.....	1	.....	619	549	1,165	2	1	1	55	50	105	496	.....	489	.....	563
Mineral Point,.....	11	1	319	279	598	.....	.....	4	885	183	1,068	352	15,767	115	3,232	486
Minin,.....	10	.....	272	235	507	.....	3	4	670	282	952	348	16,817	135	4,995	396
Moscow,.....	4	2	165	168	338	.....	2	3	280	245	525	116	5,612	71	3,051	175
Polk,.....	7	195	205	400	5	2	6	425	514	939	205	9,357	274	12,075	363
Ridgeway,.....	12	3	543	494	1,037	.....	11	6	1,009	616	1,625	579	18,900	322	11,396	651
Waldwick,.....	5	.....	136	134	270	.....	3	2	288	198	486	155	5,835	107	4,882	214
Wyoming,.....	7	1	149	156	305	.....	1	4	388	325	713	161	6,126	99	3,529	195
Total,.....	106	217	4,490	4,220	8,710	37	26	68	7,466	5,404	12,870	4,824	156,265	3,871	120,111	5,958	

JACKSON—

Albion,.....	7	1	202	200	402	9	3	7	535	506	1,041	269	16,449	252	12,507	365
Alma,.....	13	4	153	130	283	6	.....	4	255	601	864	98	3,680	237	8,003	290
Hixton,.....	5	2	91	109	200	1	.....	7	286	451	737	109	5,662	110	6,464	169
Irving,.....	6	.....	136	106	242	5	2	6	474	352	826	171	8,791	107	6,808	224
Melrose,.....	9	1	122	111	233	1	2	6	677	509	1,186	185	10,725	161	6,084	240
Manchester,.....	6	1	56	43	99	4	4	3	278	302	580	52	1,987	54	1,767	85
Northfield,.....	2	.....	11	7	18	12	.....	.....	154	.....	.....	30	145	.....	.....	30
Springfield,.....	3	1	63	50	113	.....	4	2	109	219	328	56	2,311	57	2,674	84
Total,.....	50	6	834	756	1,590	38	15	34	2,768	2,948	5,716	970	49,750	1,088	43,808	1,437

TABLE NO. II—continued.

Counties and Towns.	No. of School Districts.	No. of Districts not reported.	No. of parts of Districts.	No. parts Districts not reported.	No. of Male Children over 4 and under 20 years of age.	No. of Female Children over 4 and under 20 years of age.	Total No. of Children over 4 and under 20 years of age.	No. of Children under 4 years of age who have attended school.	No. of Children over 20 years of age who have attended school.	No. of Districts maintaining school more than one term.	No. of days a school has been taught during winter term.	No. of days a school has been taught during summer term.	Total No. of days a school has been taught during the year.	No. of pupils attending during winter term.	Whole No. of days attendance of pupils during winter term.	No. of pupils attending during summer term.	Whole No. of days attendance of pupils during summer term.	No. of different pupils attending during the year.
JEFFERSON—																		
Axtalan.....	6	8	...	...	194	196	390	...	...	5	462	352	814	123	6,621	74	3,269	119
Cold Spring.....	4	2	...	...	155	172	327	4	2	5	866	390	756	243	14,548	198	10,856	269
Concord.....	10	2	...	...	311	280	591	6	8	10	765	753	1,518	442	21,828	385	15,844	514
Farmington.....	4	4	...	...	462	480	922	8	...	11	702	650	1,352	393	12,948	311	7,885	627
Hebron.....	4	8	...	...	189	205	394	8	...	6	499	518	1,017	307	14,437	281	18,855	388
Ixonla.....	6	7	...	...	365	404	769	5	6	6	768	604	1,372	316	12,410	289	8,768	393
Jefferson.....	14	8	...	...	668	628	1,291	...	...	11	1,289	691	1,980	760	40,904	421	17,563	588
Koshkonong.....	6	6	...	...	395	404	799	...	...	6	595	558	1,148	497	34,130	471	21,407	580
Lake Mills.....	7	4	...	...	266	262	528	4	2	11	445	410	855	363	17,821	274	10,410	418
Milford.....	9	8	...	...	473	462	935	2	4	12	830	682	1,512	454	20,894	337	14,043	694
Oakland.....	6	6	...	...	222	223	445	3	8	5	407	372	779	248	11,937	208	8,441	284
Palmyra.....	4	7	...	...	316	316	632	...	...	11	982	901	1,883	443	24,687	457	25,214	610
Sullivan.....	6	8	...	...	342	307	649	1	1	6	620	569	1,189	348	10,296	157	9,948	249
Sumner.....	1	2	...	...	72	78	150	...	...	8	198	207	406	122	5,929	100	3,945	163
Waterloo.....	4	9	...	...	279	284	568	8	...	6	810	767	1,577	196	6,557	166	4,524	251
Waterloo Villages.....	1	...	...	...	84	78	157	...	...	1	60	80	140	90	...	57	...	...
Watertown.....	6	4	...	...	344	299	643	9	4	6	528	396	924	306	13,514	183	5,721	826

Watertown City.....												
1	2	3	4	5	6	7	8	9	10	11	12	13
101	102	103	104	105	106	107	108	109	110	111	112	113
Total,.....												
JUNEAU—												
3	48	47	90	.....	.....	.....	.....	.....	70	120	190	745
5	86	82	68	1	2	.....	.....	.....	66	82	148	21
6	1	.....	.....	.....	.....	.....	.....	.....	198	280	428	82
3	85	67	152	.....	.....	.....	.....	.....	14	228	368	48
6	140	132	272	3	.....	6	.....	.....	392	445	840	162
5	8	145	146	291	1	2	5	.....	363	259	622	256
3	8	192	207	399	.....	.....	.....	.....	4	306	329	18,638
12	195	176	371	1	1	7	.....	.....	514	625	1,139	219
8	199	204	403	.....	.....	9	5	.....	550	424	974	279
6	106	108	209	4	1	4	.....	.....	292	289	581	98
1	123	125	245	.....	.....	1	.....	.....	106	66	160	160
3	59	68	122	.....	.....	8	3	.....	198	224	422	78
4	120	114	234	2	8	2	.....	.....	276	276	551	138
2	47	23	70	.....	.....	.....	.....	.....	66	136	204	14
7	108	106	214	.....	.....	3	5	.....	477	337	314	164
4	160	117	277	.....	.....	8	.....	.....	532	484	1,016	257
5	4	100	106	.....	.....	6	.....	.....	372	264	636	92
7	118	116	234	.....	.....	4	5	.....	260	418	678	137
83	239	1,976	1,884	3,860	12	35	60	5,101	5,158	10,259	2,349	74,978
Total,.....												
KENOSHA—												
10	216	203	419	1	3	8	.....	.....	597	1,405	312	16,291
7	260	270	530	.....	.....	8	9	.....	176	776	195	7,748
13	278	236	614	8	5	10	934	.....	710	1,044	354	20,130
9	251	194	445	.....	.....	5	9	1,167	503	1,070	332	14,532
3	144	106	249	.....	.....	2	8	2,264	241	605	186	6,738
8	271	244	515	8	5	8	655	.....	682	2,072	286	13,290
9	307	286	593	2	8	8	643	.....	631	1,388	363	13,621
6	174	184	358	7	1	3	520	.....	246	766	270	81,56
1	589	606	1,195	.....	.....	3	.....	.....	55	210	823	105,234
66	2,490	2,328	4,818	16	35	58	5,750	8,790	10,436	3,071	205,640	2,438
Total,.....												

TABLE NO. II—continued.

Counties and Towns.	No. of School Districts.										No. of Districts not reported.	No. of parts of Districts.	No. parts Districts not reported.	No. of Male Children over 4 and under 20 years age.	No. of Female Children over 4 and under 20 years of age.	Total No. of Children over 4 and under 20 years of age.	No. of Children under 4 years of age who have attended school.	No. of Children over 20 years of age who have attended school.	No. of Districts maintaining school more than one term.	No. of days a school has been taught during winter term.	No. of days a school has been taught during summer term.	Total No. of days a school has been taught during the year.	No. of pupils attending during winter term.	Whole No. of days' attendance of pupils during winter term.	No. of pupils attending during summer term.	Whole No. of days' attendance of pupils during summer term.	No. of different pupils attending during the year.
	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
KEWAUNEE—																											
Alnpee,	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Coryville,	8	...	...	81	70	151	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Casco,	6	...	...	217	184	401	2	1	3	286	358	644	66	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Carlton,	6	...	...	160	149	309	1	1	4	346	345	691	161	3,285	125	8,217	151	3,065	167	3,055	170	88	...	...	...	...	...
Franklin,	7	8	1	111	89	200	...	...	...	1	66	220	286	37	651	157	3,065	161	3,065	157	170	88	...	...	...	...	...
Kewaunee,	2	...	...	172	142	314	12	...	...	1	80	180	250	13	...	...	...	...	...	...	...	...	...	...	...	...	...
Lincoln,	8	...	...	104	91	195	...	...	...	132	66	198	46	182	19	66	...	...	...	...	...	...	...	...	...	...	...
Montpelier,	8	...	...	56	34	90	...	...	...	122	60	182	45	1,476	28	921	...	...	...	...	...	...	...	...	...	...	...
Pierce,	7	6	...	18	22	40	4	...	...	66	...	66	24	1,500	...	...	...	...	...	...	...	...	...	...	...	...	...
Red River,	8	...	...	185	155	340	...	...	...	195	132	330	36	126	22	182	...	...	...	...	...	...	...	...	...	...	...
Total,	44	9	1	1,250	1,084	2,334	19	2	16	1,716	1,813	3,529	705	15,276	778	15,909	778	15,909	778	15,909	778	15,909	778	15,909	778	15,909	1,088
LA CROSSE—																											
Burns,	5	...	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bangor,	4	...	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Barre,	5	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Campbell,	3	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Farmington,.....	6	8	184	159	848	.....	7	425	422	847	191	8,268	147	5,287	310
Greenfield,.....	4	.....	167	168	826	.....	.....	852	.....	852	138	6,690	.....	.....	138
Holland,.....	8	1	88	66	149	1	1	8	280	822	552	120	5,344	128	4,774	
Jackson,.....	4	3	188	186	294	.....	.....	8	283	210	498	119	4,440	94	4,240
La Crosse City,.....	1	.....	606	629	1,237	.....	.....	1	160	40	200	665	404	.....	710
Neshonoc,.....	4	2	127	121	248	1	1	4	292	293	585	117	8,068	108	8,798	
Onalaska,.....	7	2	254	217	478	5	4	4	415	570	985	198	8,928	231	9,422	
Washington,.....	4	2	1	44	66	11	.....	.....	66	66	132	21	1,027	20	.....
Total,.....	48	21	1	2,841	2,195	4,550	22	14	38	3,521	3,612	7,138	2,254	76,101	53,718	2,918

LA FAYETTE—

Aryle,.....	9	2	265	210	475	2	2	488	865	858	249	.....	143	.....	325
Belmont,.....	5	1	183	116	249	.....	1	3	186	226	702	110	4,217	4,818	140
Benton,.....	6	4	489	481	970	41	6	546	563	1,815	295	6,937	242	7,978	378
Center,.....	12	1	450	405	855	8	10	531	1,061	1,592	482	27,510	501	17,831	685
Elk Grove,.....	5	4	274	208	482	.....	.....	2	563	499	120	8,766	114	1,378	65
Fayette,.....	10	1	251	247	498	1	22	566	541	1,106	302	11,456	176	6,958	396
Gratiot,.....	12	4	261	246	507	78	.....	18	894	578	227	7,838	242	11,807	346
Kendall,.....	4	1	262	227	489	.....	6	9	272	868	640	194	6,960	8,419	323
Monticello,.....	5	2	109	105	214	1	1	6	286	866	652	145	5,904	7,295	250
New Diggins,.....	8	...	387	311	698	.....	2	.....	344	344	.....	.....	308	14,291	308
Shullsburg,.....	8	...	631	583	1,214	.....	3	5	411	485	896	464	16,726	22,415	749
Wayne,.....	6	1	169	171	340	8	4	399	524	923	212	5,889	207	7,455	311
White Oak Springs,.....	2	1	117	104	221	.....	1	1	88	127	215	35	1,637	897	109
Willow Springs,.....	9	1	1,219	201	420	.....	3	3	489	830	819	271	8,818	5,106	321
Witota,.....	12	2	844	811	655	.....	1	8	802	485	1,287	440	16,927	7,640	499
Total,.....	108	231	1,4361	3,926	8,287	134	59	84	6,021	6,857	13,460	3,546	124,599	123,278	5,199

POINTE—

La Fayette,.....	1	...	64	60	124	.....	1	105	65	170	31	2,518	81	1,445	86
Total,.....	1	...	64	60	124	.....	1	105	65	170	31	2,518	81	1,445	86

Two Rivers,.....	5...	2...	497	498	995	.....	4	581	372	958	527	69,002	375	42,017	665
Total,.....	108	920	8	4,800	4,560	9,360	62	15	57	7,361	5,244	12,605	4,143	243,392	3,358
															155,058
															5,536

MARATHON--

Berlin,.....	11	3	110	109	219	.....	.....	532	.....	532	133	532	.....	.....	133
Ruston,.....	2	1	9	10	19	.....	.....	68	90	158	6	68	.....	.....	19
Jenny,.....	2	1	6	6	11	2	.....	1	75	75	.....	.....	11	88	11
Knowlton,.....	2	4	26	16	42	.....	.....	2	148	141	290	28	1,393	20	244
Marathon,.....	4	4	49	37	86	.....	.....	3	293	88	381	49	3,152	22	1,034
Mosinee,.....	5	2	54	38	92	.....	.....	1	132	132	264	24	182	32	182
Stettin,.....	2	1	40	47	87	.....	.....	1	252	252	45	.....	.....	.....	43
Texas,.....	3	1	11	21	32	.....	.....	1	154	66	220	28	1,851	12	581
Wausau,.....	5	1	66	47	113	1	.....	5	24	308	332	37	202	48	1,264
Wausau Village,.....	1	1	148	170	313	.....	8	2	110	107	217	140	13,564	168	19,976
Weston,.....	1	1	14	13	27	1	.....	1	75	75	.....	.....	14	238	14
Total,.....	38	6	2	1	528	513	1,041	4	3	18	1,713	1,082	2,796	485	20,894
															23,642
															528

QUETTE--

QUITE—	5...	6...	171	147	318	.....	.....	1	519	503	1,022	245	10,728	195	6,801	290
Idaho,.....	4...	4...	121	94	215	1	2	5	201	132	333	77	1,056	26	1,657	66	
Crystal Lake,.....	5...	.....	141	133	274	.....	.....	2	347	343	690	196	7,979	159	6,743	254
Angus,.....	8...	2...	92	98	190	2	1	5	201	129	330	128	3,550	76	1,554	224	
Irris,.....	3...	.....	86	89	175	4	2	3	202	226	428	109	259	99	2,980	200
Grandville,.....	2	1	78	69	147	.....	.....	.....	132	66	198	77	2,885	90	2,799	156
Measn,.....	2	1	177	137	314	1	2	9	297	211	508	185	1,534	154	4,321	162	
Montello,.....	2	3	57	52	109	.....	.....	2	152	154	306	67	1,391	65	2,256	94
Montkora,.....	2	1	112	111	223	1	.....	.....	259	291	550	109	3,367	84	7,265	153
Neeshon,.....	3	4	109	130	239	2	126	233	546	128	6,452	146	5,942	173
Newark,.....	3	3	105	110	215	3	1	7	236	389	635	115	358	132	389	149	
Oxforauke,.....	4	3	107	109	216	8	3	6	196	197	393	61	3,505	85	1,993	160	
Packfield,.....	1	5	57	40	97	.....	.....	.....	2	309	363	672	2,491	51	2,083	86
Shiefeld,.....	4	1	57	40	97	.....	.....	2	309	363	672	52	2,491	51	2,083	86
Springfield,.....	2	4	106	81	187	1	1	3	231	238	469	171	6,786	154	6,240	195	
Westfield,.....	2	4	106	81	187	1	1	3	231	238	469	171	6,786	154	6,240	195	
Total,.....	43	240	2	1,519	1,400	2,919	21	14	66	3,402	8,475	7,070	1,720	51,890	1,516	53,023	2,362

TABLE No. II—continued.

Counties and Towns.	No. of School Districts.										No. of different pupils attending during the year.						
	No. of Districts not reported.	No. of parts of Districts.	No. parts Districts not reported.	No. of Male Children over 4 and under 20 years of age.	No. of Female Children over 4 and under 20 years of age.	Total No. of Children over 4 and under 20 years of age.	No. of Children under 4 years of age who have attended school.	No. of Children over 20 years of age who have attended school.	No. of Districts maintaining School more than one term.	No. of days a school has been taught during winter term.	No. of days a school has been taught during summer term.	Total No. of days a school has been taught during the year.	No. of pupils attending during winter term.	Whole No. of days attendance of pupils during winter term.	No. of pupils attending during summer term.	Whole No. of days attendance of pupils during summer term.	No. of different pupils attending during the year.
MILWAUKEE.—Dist. No. 1.																	
Franklin.....	10...	4	1	387	356	743	.....	.....	4	684	320	1,014	317	18,189	157	5,480	379
Greenfield.....	15...	7	1	467	434	901	7	8	9	1,219	547	1,766	442	35,330	268	14,689	516
Lake.....	9	2	...	463	318	781	.....	.....	6	893	461	1,353	298	16,713	216	9,615	412
Oak Creek.....	11...	2	...	490	462	952	8	8	8	918	531	1,420	449	25,857	359	12,685	520
Wauwatosa.....	14...	4	...	572	596	1,168	.....	.....	11	1,017	775	1,792	526	26,789	540	16,766	611
Total.....	59...	19	2	2,379	2,166	4,545	10	6	38	4,740	2,634	7,345	2,032	122,938	1,540	59,235	2,438
MILWAUKEE.—Dist. No. 2.																	
Granville.....	11...	1	...	551	522	1,073	.....	.....	10	704	734	1,438	476	17,700	348	15,984	588
Milwaukee.....	9	...	...	643	533	1,076	.....	.....	5	1,103	874	1,467	483	15,825	236	6,259	564
Milwaukee city.....	9	...	...	8,786	9,660	18,446	11	12	9	1,355	476	1,831	5,468	439,593	4,415	151,118	6,587
Total.....	29...	1	...	9,880	10,715	20,595	11	12	24	3,222	1,584	4,796	6,425	473,118	4,999	173,336	7,734
MONROE—																	
Adrian.....	1	8	...	91	75	166	.....	.....	4	242	242	484	91	6,060	89	5,183	124
Angelo.....	2	...	...	79	76	155	1	.....	4	282	312	594	133	5,514	150	6,416	195

Clinton,	2	1	1	21	24	45	.....	1	68	66	126	26	1,109	26	1,297	34	
Eaton,	3	2	.....	17	16	32	.....	.....	88	66	154	38	1,600	34	1,690	38	
Glendale,	8	2	2	57	50	107	1	4	192	197	389	69	2,710	51	1,766	97		
Greenfield,	8	3	.....	61	56	117	.....	.....	190	306	496	70	2,891	86	4,061	107	
Jefferson,	7	4	2	64	70	134	.....	.....	2	64	336	18	685	69	2,269	72	
La Fayette,	4	2	.....	66	70	136	3	2	8	242	266	508	76	2,462	49	2,215	89
Leon,	5	3	1	208	152	356	.....	.....	7	974	1,122	2,096	247	9,208	250	14,278	288
Lincoln,	5	3	8	99	74	178	8	1	5	167	356	517	59	2,399	107	4,719	127	
Little Falls,	3	1	.....	77	66	148	2	2	.....	249	280	520	92	1,095	67	914	124
Oakdale,	2	1	2	41	42	88	1	1	.....	162	181	288	17	1,811	48	2,020	106
Portland,	5	1	2	61	76	137	1	1	1	132	249	381	61	1,174	77	2,131	118	
Ridgeville,	6	1	.....	80	79	159	1	4	1	308	308	616	86	3,071	82	8,883	128
Sparta,	7	3	.....	444	441	885	12	12	10	1,120	1,208	2,323	710	38,395	601	36,882	799
Sheldon,	5	2	.....	107	87	194	2	.....	7	242	286	528	67	3,833	77	2,847	112
Shelton,	4	5	1	162	134	296	6	.....	6	394	581	975	171	6,382	198	8,167	253
Tomah,	7	2	.....	66	56	122	4	.....	2	203	448	646	61	2,762	110	4,516	137
Wellington,	5	2	1	82	85	167	1	.....	5	335	327	662	109	4,234	102	3,284	148
Wilton,	5	2	1	82	85	167	1	.....	5	335	327	662	109	4,234	102	3,284	148
Total,	82	12	45	71	1,878	1,728	3,606	38	24	65	5,639	7,004	12,643	2,191	91,390	2,278	103,958	8,091

Oconto—

Oconto Village,.....	.....	2	.....	157	160	317	2	1	2	188	176	859	208	9,723	217	11,000	276
Oconto,.....	3	1	2	76	68	144	2	.....	2	132	132	264	44	1,870	55	2,040	56
Stiles,.....	3	.....	.....	51	70	121	5	1	1	94	199	293	48	2,129	96	4,288	109
Pensaukie,.....	3	1	.....	61	68	129	8	.....	2	259	128	387	90	4,048	54	2,270	99
Peshigo,.....	3	.....	.....	109	80	189	.....	1	2	165	198	363	89	4,427	145	6,437	150
Marquette,.....	1	.....	.....	91	73	164	.....	1	94	99	198	82	5,407	87	2,644	90	
Total,.....	18	1	5	545	519	1,064	12	8	10	932	932	1,864	556	27,694	654	28,734	780

OUTAGAMIE—

4	.....	492	481	978	5	5	4	331	452	783	785	22,725	496	83,083	613
3	.....	76	78	149	.....	.....	1	172	176	348	79	2,881	82	1,676	149
5	.....	68	50	113	.....	8	200	268	528	64	2,693	54	2,206	90	
1	.....	8	8	11	.....	.....	.....	66	66	66	.....	.....	11	344	11
5	.....	108	101	209	2	1	5	119	308	427	118	3,747	105	2,901	.....
7	.....	160	133	298	2	.....	6	460	466	926	240	11,859	206	8,222	273

TABLE No. II—continued.

Counties and Towns.	No. of School Districts.																
	No. of Districts not reported.	No. of parts of Districts.	No. parts Districts not reported.	No. of Male Children over 4 and under 20 years of age.	No. of Female Children over 4 and under 20 years of age.	Total No. of Children over 4 and under 20 years of age.	No. of Children under 4 years of age who have attended school.	No. of Children over 20 years of age who have attended school.	No. of Districts maintaining School more than one term.	No. of days a school has been taught during winter term.	No. of days a school has been taught during summer term.	Total No. of days a school has been taught during the year.	No. of pupils attending during winter term.	Whole No. of days' attendance of pupils during winter term.	No. of pupils attending during summer term.	Whole No. of days' attendance of pupils during summer term.	No. of different pupils attending during the year.
OUTAGAMIE—continued.	7	...	...	159	142	301	5	1	6	425	451	876	164	7,826	206	7,949	248
Ellington,	8	...	...	176	151	327	3	1	3	225	216	441	148	5,968	135	5,085	204
Freedom,	7	4	...	209	186	395	3	...	6	418	598	1,016	171	3,520	244	12,109	263
Grand Chute,	10	8	...	256	247	503	4	2	0	685	568	1,253	366	14,919	316	11,083	447
Greenville,	4	1	...	118	172	290	2	1	5	305	284	589	230	13,155	200	11,007	271
Horton,	6	...	...	205	206	411	7	...	5	551	354	905	249	1,230	218	7,921	293
Kaukauna,	2	1	...	36	32	68	1	...	2	152	65	217	33	1,628	18	1,622	22
Liberty,	2	1	...	59	57	116	...	...	2	119	133	252	64	818	50	1,984	46
Maple Creek,	2	1	...	38	28	61	8	...	2	119	132	251	41	1,889	51	2,224	61
Osborn, .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total,	68	11	2,163	2,057	4,220	87	11	59	4,341	4,532	8,878	2,747	93,848	2,395	108,415	2,934	
CHAUKEE—	8	...	...	560	498	1,058	5	...	4	891	297	1,188	298	891	248	297	538
Belgium,	6	3	...	568	561	1,124	...	...	6	890	374	1,528	550	56,076	200	6,974	579
Cedarburg,	10	2	1	408	371	779	...	4	14	917	282	1,863	393	22,218	172	8,169	451
Fredonia,	5	2	...	423	378	799	5	...	2	384	226	610	264	8,571	129	1,211	343
Grafton,	13	1	...	686	741	1,427	...	...	9	1,364	697	2,061	545	25,647	388	11,800	584
Mequon, .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Port Washington,.....	8	2	526	486	1, 010	8	7	576	608	1, 076	699	80, 171	496	26, 491	628
Saukville,.....	5	6	402	356	758	2	5	658	829	1, 470	899	14, 358	222	9, 298	409
Total,.....	55	16	1	8, 670	3, 885	6, 956	15	4	47	5, 690	2, 708	9, 295	2, 978	157, 867	1, 745

Pekin—

Albany,.....	3	2	1	16	18	84	2	159	159	.....	.....	.....	19	726	19
Durand,.....	2	1	102	104	206	4	2	176	242	418	106	4, 805	129	4, 500	134
Frankfort,.....	1	1	36	36	72	.....	.....	67	110	177	.....	.....	.....	.....	.....
Lima,.....	1	3	67	63	180	.....	8	242	210	352	44	176	72	.....	106
Pepin,.....	5	1	166	120	276	.....	2	197	116	318	146	5, 215	184	8, 084	199
Stockholm,.....	2	.....	81	36	67	.....	.....	64	60	180	38	2, 018	9	400	48
Waterville,.....	1	1	27	21	48	.....	1	44	66	110	30	1, 019	50	1, 717	58
Waubeck,.....	1	2	48	40	88	1	2	167	132	299	91	3, 281	61	2, 892	112
Total,.....	16	4	1	478	438	916	5	12	957	1, 001	1, 958	16, 509	474	12, 769	679

Razor—

Onitcon,.....	4	2	95	92	187	2	6	192	279	471	88	4, 690	118	6, 370	135
Diamond Bluff,.....	4	8	20	25	45	.....	1	88	66	154	35	2, 200	80	1, 820	40
El Paso,.....	4	8	3	2	6	.....	.....	.....	476	440	11	425	58	3, 689	58
Hartland,.....	5	1	29	39	68	1	2	64	66	132	21	1, 145	21	838	32
Isabelle,.....	1	2	1	17	40	.....	.....	66	808	462	48	915	119	1, 552	113
Martelle,.....	4	3	125	104	229	.....	7	154	132	264	66	2, 700	62	1, 811	84
Oak Grove,.....	8	1	80	88	163	.....	2	132	40	159	308	20, 174	222	4, 906	388
Prescott,.....	1	.....	206	159	365	.....	1	119	40	159	54	2, 450	64	2, 994	69
Perry,.....	3	1	46	35	81	2	3	152	219	371	30	1, 803	48	1, 977	54
Pleasant Valley,.....	4	1	27	39	66	7	1	66	132	198	30	8, 443	210	6, 568	266
River Falls,.....	6	1	125	145	270	1	4	336	405	741	202	8, 443	210	6, 568	266
Salem,.....	4	4	38	20	58	1	.....	64	143	207	23	1, 084	84	2, 252	68
Trenton,.....	1	.....	35	15	50	.....	2	66	88	154	26	924	19	877	32
Trimble,.....	8	8	69	70	139	.....	8	132	875	505	57	2, 795	118	8, 890	148
Union,.....	2	.....	12	7	19	1	.....	66	44	110	6	264	12	447	17
Total,.....	50	11	22	2	928	852	1, 780	15	18	36	1, 997	2, 678	4, 368	969	49, 525

Total,.....

Total,.....

TABLE No. II—continued.

Counties and Towns.	No. of School Districts.													
	No. of Districts not reported.	No. of parts of Districts.	No. parts Districts not reported.	No. of Male Children over 4 and under 20 years of age.	No. of Female Children over 4 and under 20 years of age.	Total No. of Children over 4 and under 20 years of age.	No. of Children under 4 years of age who have attended school.	No. of Children over 20 years of age who have attended school.	No. of Districts maintaining school more than one term.	No. of days a school has been taught during winter term.				
POLK—	No. of days a school has been taught during summer term.													
	Total No. of days a school has been taught during the year.	No. of pupils attending during winter term.	Whole No. of days attendance of pupils during winter term.	No. of pupils attending during summer term.	Whole No. of days attendance of pupils during summer term.	No. of different pupils attending during the year.								
	Alden.....	8...	1...	57	78	130	131	88	350	58	2,498	38	1,056	120
	Farmington.....	4...	1 1	68	64	132	121	302	367	64	1,568	78	2,224	51
	Lincoln.....	2...	18	9	9	22	66	82	148	7	451	11	518	21
	Osceola.....	4...	1...	94	66	160	182	221	286	101	4,658	82	4,248	133
CATAWBA—	No. of days a school has been taught during summer term.													
	Total No. of days a school has been taught during the year.	No. of pupils attending during winter term.	Whole No. of days attendance of pupils during winter term.	No. of pupils attending during summer term.	Whole No. of days attendance of pupils during summer term.	No. of different pupils attending during the year.								
	St. Croix Falls.....	8...	1...	77	59	136	219	223	442	75	4,471	76	2,930	115
	Stirling.....	3...	1...	80	21	51	.....	191	191	.....	.....	39	1,087	39
	Total.....	19...	4 1	339	292	631	689	1,106	1,774	305	13,631	324	12,058	479
	Almond.....	7...	8...	122	88	210	347	352	639	147	6,245	97	4,217	89
Amherst.....	6...	4 1	104	188	292	839	208	547	158	4,275	106	2,311	128	
Buena Vista.....	4...	88	84	172	256	182	307	489	92	4,100	108	3,430	142	
Belmont.....	8...	83	99	192	11	808	400	763	92	8,922	114	4,488	139	
Kan. Pline.....	8...	22	22	22	44	218	54	272	12	911	88	1,855	.....
Hall.....	2...	8	56	25	91	440	286	726	20	.....	.....	.....	.....
Linwood.....	4...	2	35	80	66	88	154	242	16	668	55	934	55	
Lenart.....	3 1	97	88	88	180	272	472	744	111	4,687	135	6,088	178	

New Hope,.....	4	...	101	100	201	...	...	187	143	380	164	2,285	88	1,710	141
Never,.....	5	8	174	161	385	3	8	278	467	745	249	12,085	286	8,854	285
Pine Grove,.....	4	4	72	66	188	5	1	263	241	504	88	4,754	77	4,244	167
Rockton,.....	10	4	114	110	224	5	4	635	717	1,852	152	4,920	169	6,580	234
Steven's Point,.....	1	...	8	9	17	1	...	8	...	...	...	...	...	76	...
Steven's Point City,.....	8	...	218	218	431	1	8	808	164	462	212	18,245	248	8,014	315
Sharon,.....	5	1	118	114	227	...	...	...	531	531	...	...	109	5,481	77
Total,.....	73	124	1,407	1,852	2,751	86	22	58	3,925	4,411	1,501	67,097	1,569	58,232	1,950

RACINE—															
Waterford,.....	8	2	305	260	565	4	4	7	506	475	981	366	15,895	249	0,313
Rochester,.....	3	4	180	168	348	...	...	5	878	393	766	266	14,948	240	13,101
Burlington,.....	5	4	417	394	811	...	...	2	691	458	1,149	300	18,784	157	10,380
Norway,.....	3	8	232	258	409	...	...	2	378	110	488	268	6,461	96	1,004
Dover,.....	6	8	268	213	471	1	2	6	686	480	1,016	264	12,637	223	7,478
Raymond,.....	8	5	254	208	457	...	...	5	702	574	1,276	388	18,047	204	1,394
Yorkville,.....	9	4	292	286	528	8	3	12	702	671	1,278	336	18,392	267	18,666
Caladonia,.....	9	7	571	467	1,038	...	...	2	1,236	933	2,169	673	85,058	492	17,976
Mt. Pleasant,.....	11	10	489	407	896	4	4	14	1,522	988	2,141	515	24,368	439	17,107
Racine,.....	1	1	1,216	1,325	2,541	...	...	5	75	125	200	1,399	78,255	1,387	173,725
Total,.....	63	143	4,214	3,850	8,064	12	29	69	6,346	5,107	11,454	4,720	23,846	3,753	365,144

RICHLAND--															
Akan,.....	9	6	27	36	68	2	...	1	154	132	286	17	6,649	17	1,414
Bloom,.....	7	1	168	132	300	1	2	8	345	198	548	167	11,810	122	4,833
Buena Vista,.....	11	4	175	176	351	3	1	7	514	698	1,212	246	9,288	251	15,076
Dayton,.....	6	2	182	114	246	8	8	6	208	235	488	128	14,975	122	4,586
Dayle,.....	8	1	192	174	366	...	...	1	550	220	770	266	8,869	80	6,285
Eagle,.....	6	4	154	115	269	2	1	3	474	446	920	202	7,276	167	7,276
Forest,.....	4	2	119	109	228	...	...	1	234	332	586	133	4,744	152	6,472
Henric,.....	11	6	210	217	427	...	...	2	418	515	938	169	6,650	220	10,472
Irishall,.....	6	2	162	128	290	2	5	2	397	132	529	252	10,360	77	2,649
Marion,.....	5	1	114	109	228	...	...	1	223	66	289	141	4,544	57	2,195
Orion,.....	4	5	201	216	417	1	6	5	383	260	643	317	13,115	231	8,910
Richwood,.....	8	2	201	199	400	8	1	2	290	286	576	145	8,813	156	3,529

TABLE NO. II—continued.

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	10	9	8	7	6	5	4	3	2	1
RICHLAND—continued.																											
Rockbridge,	10	4	188	114	252	6	5	5	398	329	722	162	5,492	81	3,019	165	
Sylvan,	9	1	131	122	253	...	1	2	478	195	673	167	6,837	74	2,664	195	
Westford,	5	3	131	112	243	2	1	3	867	148	515	115	4,761	39	1,865	120	
Willow,	4	...	3	104	101	205	2	2	3	830	328	658	69	7,380	145	5,960	127	
Total,	113	944	6	2,359	2,174	4,533	27	39	52	5,753	4,540	10,293	2,686	124,302	2,016	87,115	3,649										
ROCK—																											
Avon,	7	...	4	225	188	413	...	5	6	523	432	985	296	11,287	193	9,677	273	
Beloit,	6	...	4	161	154	315	8	...	9	535	544	1,079	186	8,722	154	7,307	227	
Bradford,	4	...	8	214	189	403	1	2	7	491	602	1,093	241	11,757	221	10,797	298	
Center,	3	...	7	208	180	388	1	3	5	442	479	921	260	13,036	235	13,520	339	
Clinton,	4	...	7	315	305	620	...	10	10	524	454	978	399	17,440	268	11,951	455	
Fulton,	8	...	4	395	326	721	1	...	12	666	681	1,347	392	23,580	344	19,457	445	
Harmony,	8	...	1	215	191	406	7	5	7	542	718	1,255	261	11,091	267	7,927	364	
Jeneseville,	5	...	1	158	145	298	3	1	6	495	538	1,033	178	9,100	157	7,570	234	
Johnstown,	7	...	4	218	223	439	4	3	11	888	1,012	1,900	255	10,846	243	9,378	305	
Uma,	4	...	11	225	185	410	...	3	11	898	797	1,665	374	19,837	299	14,161	458	

La Prairie,	4	7	156	186	292	.....	10	558	574	1, 127	212	7, 797	199	6, 697	310
Milton,	5	6	818	818	681	.....	2	372	417	786	884	14, 698	806	13, 866	419
Magnolia,	6	8	216	206	421	.....	9	655	685	1, 840	288	9, 808	242	7, 491	257
Newark,	9	1	258	229	487	4	8	630	687	1, 267	358	18, 769	297	12, 748	400	
Plymouth,	4	6	270	228	498	6	6	500	461	961	247	12, 087	208	9, 472	294	
Porter,	5	4	306	259	565	1	2	648	660	1, 308	384	22, 096	832	18, 801	533	
Rock,	6	6	247	210	457	2	5	779	618	1, 397	369	18, 487	328	14, 286	486	
Spring Valley,	6	8	216	200	406	10	6	634	657	1, 201	311	11, 699	270	9, 395	394	
Turtle,	10	6	274	253	527	1	1	640	611	1, 251	874	20, 160	324	16, 096	846	
Union,	9	1	329	385	664	2	1	856	889	1, 696	419	26, 294	893	8, 828	458	
Beloit City,	2	1	742	757	1, 499	.....	6	220	150	370	936	84, 400	832	37, 280	1, 168
Janesville City,	1	.....	1, 675	1, 772	8, 447	.....	1	150	50	200	1, 091	110, 718	1, 116	42, 071	1, 472
Total,	128	196	7, 330	6, 974	14, 304	46	64	180	12, 606	12, 641	25, 247	8, 108	486, 802	7, 222	305, 276	9, 884

St. Charles—

Cylon,	8	...	...	88	82	70	.....	1	164	152	317	40	1, 881	51	1, 861	74
San Gale,	4	2	1	22	19	41	.....	1	66	66	182	22	*66	18	*66	25
Emerald,	2	...	...	82	22	54	1	.....	2	176	352	49	4, 082	37	3, 256	64
Brian Prairie,	4	...	...	90	109	199	9	.....	1	182	264	94	6, 204	175	12, 870	201
Hammond,	4	2	...	99	92	191	12	.....	5	365	342	707	116	6, 889	144	5, 188
Hudson City, ..	1	...	...	221	245	466	.....	.....	1	110	50	160	343	26, 850	286	9, 600
Hudson,	3	...	...	42	62	104	.....	1	362	278	685	98	5, 224	96	4, 637	182
Malone,	4	8	2	74	61	185	6	.....	297	286	588	40	2, 912	78	3, 638	79
Pleasant Valley, .....	.....	4	...	67	60	127	.....	1	149	131	280	54	2, 465	71	3, 162	100
Richmond,	3	1	...	79	68	142	.....	8	286	247	488	110	2, 851	128	8, 222	153
Rush River,	1	2	1	85	85	70	.....	8	2	182	182	264	84	2, 807	56	1, 788
St. Joseph,	2	...	...	41	31	72	.....	2	1	77	143	290	29	1, 257	51	2, 086
Gomerset,	6	1	...	56	61	117	.....	.....	.....	297	297	.....	.....	96	4, 415	96
Springfield, .....	.....	2	...	31	19	50	1	.....	60	64	124	41	1, 584	64	1, 086	64
Springfield,	7	2	...	78	60	133	.....	8	2	146	415	561	41	860	109	3, 690
Six Prairie,	4	1	8	88	86	174	2	8	2	212	99	96	4, 950	111	888	111
Troy,	1	1	...	84	88	67	.....	1	88	99	187	18	1, 242	37	1, 220	37
Warren, .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total,	48	424	5	1, 122	1, 090	2, 212	81	14	29	2, 772	8, 287	6, 009	1, 270	71, 655	1, 509	71, 659

TABLE No. II—continued.

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SAUK—																		
Baraboo,.....	6	...	5	...	425	424	849	...	2	7	818	508	816	448	24,804	384	14,959	698
Bear Creek,.....	8	128	128	256	6	8	6	48	53	97	167	4,814	203	6,454	237
Dellona,.....	4	1	5	...	117	108	220	2	4	4	392	295	687	157	7,468	121	4,618	181
Excelsior,.....	6	...	4	1	167	136	298	...	1	10	460	550	1,019	172	8,258	192	8,655	260
Freedom,.....	5	...	1	...	119	124	245	2	1	5	497	330	827	163	7,502	185	8,826	229
Franklin,.....	7	...	8	...	171	155	326	1	4	6	414	327	741	188	8,558	162	8,928	229
Fairfield,.....	6	...	1	...	184	112	246	2	2	6	406	392	798	184	7,894	176	6,580	221
Greenfield,.....	9	...	3	...	165	147	312	...	1	5	432	348	787	229	10,465	180	7,281	276
Honey Creek,.....	9	...	3	...	220	188	408	1	...	5	744	252	1,016	290	16,852	129	8,938	315
Ironton,.....	6	...	5	1	182	238	420	2	...	4	426	308	1,406	254	6,537	187	5,498	384
Lavalle,.....	8	1	4	2	94	106	200	2	8	1	859	272	634	97	8,045	98	4,581	178
Marinac,.....	4	...	4	...	162	154	306	...	2	6	391	412	808	253	8,916	286	7,186	304
New Buffalo,...	10	2	6	2	189	158	347	2	1	7	448	490	938	237	11,027	246	10,954	204
Prairie du Sac,	5	...	4	...	374	365	739	4	...	4	482	297	779	451	24,518	348	15,898	571
Reedsburg,.....	6	...	4	...	269	248	507	...	5	6	469	570	1,045	374	16,486	345	17,098	538
Sumpter,.....	4	...	4	...	187	198	385	2	...	5	384	369	717	236	9,940	209	9,770	303
Spring Green,.....	6	...	2	...	200	169	369	2	...	6	448	449	897	242	9,920	228	8,544	303
Troy,	4	...	6	...	181	161	342	6	8	4	484	216	850	280	9,659	101	4,044	290

Winfield,.....	9...	8...	150	138	288	1	1	6	547	389	935	203	5,662	116	4,008	215
Westfield,.....	6...	8...	193	169	892	.....	2	6	627	403	1,283	228	11,887	170	5,441	242
Washington,.....	6...	8...	164	186	800	1	.....	8	548	516	1,064	244	11,482	199	8,773	322
Woodland,.....	6...	8 1	121	112	288	1	1	4	878	368	736	163	6,839	207	6,129	248
Total,	135	476	4,082	3,874	7,956	86	36	120	9,927	8,597	18,494	5,195	231,819	4,852	168,738	6,649
SHAWANAW—																
Richmond,.....	2	8	82	34	66	.....	2	138	176	315	44	347	43	649	57	
Shawano,.....	4	14	11	25	.....	1	88	176	88	176	22	1,936	18	154	22	
Waubecheon,.....	2	6	6	12	1	1	2	131	80	211	18	.....	8	.....	11	
Hartland,.....	1	18	14	27	.....	1	66	66	182	10	250	12	318	.....	.....
Bell Plain,.....	5	83	48	76	.....	198	92	290	62	1,816	69	380	59	.....	.....
Pella,.....	8	33	33	66	1	.....	154	65	219	21	1,051	15	374	86	.....
Total,	11	2	7	181	141	272	2	1	6	773	567	1,848	167	5,400	155	1,875
SHEBOYGAN—																
Abbott,.....	12	8	360	327	682	2	1	15	508	426	984	299	22,470	248	20,102	543
Greenbush,.....	8	2	318	319	637	1	1	7	598	678	1,176	469	21,636	895	20,102	543
Herman,.....	8	1	408	416	810	4	.....	8	857	.....	857	440	21,636	.....	.....	446
Rolland,.....	1	1	493	450	945	5	1	9	727	824	1,551	468	21,667	479	19,241	671
Lima,.....	10	3	395	345	718	1	1	10	707	702	1,409	473	21,463	413	18,394	579
Lyndon,.....	10	7	278	272	550	3	.....	14	674	804	1,478	379	16,610	360	14,876	478
Mosel,.....	4	238	224	457	.....	.....	264	88	852	105	4,227	42	1,954	144	.....	.....
Mitchell,.....	5	3	226	206	420	.....	1	4	540	350	890	285	14,178	186	6,839	373
Plymouth,.....	7	8	441	429	869	1	.....	8	791	759	1,550	559	26,478	475	22,543	690
Russell,.....	2	128	139	262	5	.....	2	132	132	264	87	2,860	93	2,885	87	.....
Rhine,.....	8	.....	304	248	552	1	1	12	454	812	766	259	7,895	189	2,228	57
Sheboygan,.....	4	2	256	208	459	1	.....	.....	427	120	547	114	7,895	47	1,308	91
Sheboygan City,.....	1	.....	697	831	1,528	.....	4	1	136	76	210	734	93,810	598	4,780	808
Sheboygan Falls,.....	11	4	872	868	785	1	.....	7	847	471	1,818	409	21,103	240	10,565	479
Sheboygan Falls Village	1	.....	208	276	484	.....	1	104	66	170	834	20,788	805	11,744	350	.....
Scott,.....	8	1	316	264	570	3	8	16	638	541	1,174	818	25,480	272	10,301	451
Wilson,.....	6	1	235	224	459	5	6	2	494	110	604	191	18,621	76	3,186	190
Total,	106	31	5,628	5,516	11,141	88	19	116	8,892	6,358	15,250	5,923	339,724	4,418	193,940	6,402

TABLE No. II—continued.

Counties and Towns.	No. of School Districts.										No. of Districts not reported.	No. of parts of Districts.	No. parts Districts not reported.	No. of Male Children over 4 and under 20 years of age.	No. of Female Children over 4 and under 20 years of age.	Total No. of Children over 4 and under 20 years of age.	No. of Children under 4 years of age who have attended school.	No. of Children over 20 years of age who have attended school.	No. of Districts maintaining School more than one term.	No. of days a school has been taught during winter term.	No. of days a school has been taught during summer term.	Total No. of days a school has been taught during the year.	No. of pupils attending during winter term.	Whole No. of days attendance of pupils during winter term.	No. of pupils attending during summer term.	Whole No. of days attendance of pupils during summer term.	No. of different pupils attending during the year.
TREMPEALEAU—																											
Arcadia,.....	2	1	1	71	64	135	.....	2	1	182	57	189	58	241	34	1,094	64									
Caledonia,.....	4	1	2	64	58	117	1	5	3	226	240	460	84	384	71	4,178	118										
Chase,.....	2	1	1	10	12	22	8	.....	.....	.....	66	66	.....	.....	20	763	20					
Etrick,.....	6	3	.....	45	50	95	.....	.....	.....	.....	199	199	.....	.....	88	3,404	88			
Gale,.....	6	1	2	126	134	259	1	.....	8	281	279	560	150	6,332	157	5,078	221									
Lincoln,.....	3	2	1	24	20	54	.....	.....	.....	66	198	264	11	421	33	1,302	44							
Preston,.....	8	2	1	72	57	129	2	2	2	165	214	379	60	1,987	69	2,084	80										
Sumner,.....	1	1	1	28	26	54	1	.....	1	64	126	189	22	962	39	1,489	50									
Trempealeau,.....	7	2	.....	217	198	416	8	7	7	618	644	1,257	272	16,889	245	9,458	357									
Total,.....	34	6	5	656	615	1,271	11	16	17	1,541	2,022	3,563	642	32,834	756	28,840	1,042										
VERNON—																											
Bergen,.....	5	.....	.....	78	71	149	.....	1	.....	.....	345	345	.....	.....	100	4,994	100			
Christiana,.....	4	2	1	156	152	308	.....	2	1	199	194	393	101	494	103	878	204									
Clinton,.....	6	1	.....	72	81	153	4	1	8	148	382	530	111	2,281	132	2,162	120									
Coon,.....	2	2	1	85	82	167	.....	.....	.....	66	60	132	24	588	28	479	52							
Franklin,.....	11	1	.....	202	200	402	.....	2	11	488	325	808	219	8,417	170	4,795	283								

Forest,	8	2	71	65	136	1	3	10	504	637	1, 141	148	4, 042	45	1, 873	151	
Greenwood,	6	1	96	92	188	2	.....	1	126	263	389	67	1, 751	59	1, 386	143
Genoa,	2	3	51	58	109	.....	2	.....	132	198	330	26	1, 106	55	1, 117	46
Hamburg,	3	.....	118	147	265	.....	3	.....	66	66	182	132	66	66	66	125
Hillsborough,	7	1	119	128	247	.....	.....	2	214	352	566	144	7, 133	155	6, 692	207
Harmony,	5	2	86	82	168	.....	.....	4	242	328	570	119	5, 191	140	6, 077	181
Jefferson,	9	.....	189	176	365	8	9	9	327	281	608	185	5, 971	188	3, 829	270
Kickapoo,	7	1	188	183	371	3	8	7	459	295	764	224	7, 548	143	4, 665	289	
Liberty,	2	6 2	63	47	110	.....	1	2	66	66	132	29	918	19	885	46
Star,	5	1	72	59	131	3	3	.....	298	198	496	70	1, 288	64	2, 136	14
Sterling,	7	1	188	188	371	3	8	7	459	295	764	224	7, 548	143	4, 665	287	
Union,	3	1	67	56	123	1	3	2	251	99	350	166	3, 047	44	1, 797	71	
Viroqua,	7	5 1	286	316	602	1	3	9	659	527	1, 186	405	11, 809	376	13, 331	509	
Webster,	5	3	95	79	174	.....	.....	1	256	59	315	112	5, 200	.....	700	122
Wheatland,	5	.....	67	59	126	1	1	8	144	278	417	71	6, 500	91	3, 478	112
Whitestown,	4	3 3	41	42	88	.....	.....	2	236	220	456	39	1, 986	9	104	39
Total,	118	537	5	2, 390	2, 356	4, 748	27	50	77	5, 335	5, 469	10, 814	2, 614	77, 834	2, 080	66, 049	3, 271

WALWORTH—

Bloomfield,	6	...	238	217	455	...	...	7	529	571	1, 100	299	18, 087	273	18, 813	391
Darien,	5	6 1	312	269	581	3	4	9	657	756	1, 413	415	24, 174	354	18, 837	499
Delavan,	6	...	463	488	951	4	11	5	416	514	980	493	41, 898	401	34, 584	612
East Troy,	5	...	325	322	647	...	...	1	719	620	1, 289	483	29, 067	332	16, 783	582
Elkhorn,	1	...	172	234	406	...	2	1	99	99	198	241	15, 627	231	15, 627	357
Geneva,	4	...	448	410	858	1	7	9	557	534	1, 091	546	41, 840	476	26, 088	688
Hudson,	8	3	297	259	556	6	1	8	687	664	1, 351	355	16, 613	250	11, 798	480
La Fayette,	6	...	258	210	468	2	1	10	764	918	1, 682	352	16, 951	318	13, 252	433
La Grange,	8	2	262	273	535	2	4	8	718	624	1, 337	430	27, 489	338	17, 401	510
Linn,	5	...	189	166	346	3	1	5	449	500	949	242	9, 518	186	7, 844	266
Richmond,	6	...	203	195	398	...	3	8	533	653	1, 186	263	11, 802	263	13, 654	336
Sharon,	8	...	343	339	682	3	3	11	945	895	1, 840	562	39, 458	507	31, 604	631
Spring Prairie,	10	...	240	244	484	...	...	10	806	751	1, 567	322	12, 132	232	10, 137	361
Sugar Creek,	6	...	226	227	453	2	3	6	435	460	895	292	12, 315	230	10, 179	326
Troy,	5	...	223	225	448	6	5	7	571	524	1, 095	284	16, 567	171	10, 842	327
Walworth,	6	...	265	278	543	1	5	8	611	742	1, 368	333	16, 302	331	18, 082	451

West Bend,.....		6...	8...	818	828	846	866	842	828	15, 904	248	14, 827	41
Total,.....		92	14	5, 498	5, 058	10, 551	85	10	76	9, 827	2, 672	89, 908	5, 002
WAUKESHA—													
Brookfield,.....	7	...	5	429	395	824	4	1	7	686	18, 828	818	12, 401
Delafield,.....	5	...	6	267	267	534	6	4	4	634	18, 680	164	8, 821
Eagle,.....	4	...	6	800	26	580	1	...	5	416	18, 427	228	18, 852
Geneseo,.....	7	...	8	854	353	707	8	6	6	627	21, 588	261	9, 278
Lisbon,.....	7	...	4	806	297	597	2	2	7	608	17, 082	806	12, 675
Menomonee,.....	6	...	6	468	458	926	...	2	16	721	26, 155	489	14, 274
Merton,.....	2	...	9	308	288	591	1	...	7	640	25, 621	877	18, 157
Mukwonago,.....	4	...	7	228	278	506	1	...	6	506	16, 401	876	22, 684
Nuskego,.....	7	...	8	835	265	604	1	...	7	519	12, 205	206	8, 858
New Berlin,.....	6	...	8	875	882	757	1	2	7	634	17, 762	418	12, 775
Oconomowoc,.....	5	...	8	455	457	915	2	7	8	665	81, 807	567	26, 197
Ottawa,.....	4	...	7	287	250	487	...	5	5	498	291	15, 797	214
Pewaukee,.....	6	...	6	296	310	606	2	2	8	740	28, 686	329	18, 550
Summit,.....	2	...	9	231	170	401	...	8	6	524	10, 142	220	9, 596
Vernon,.....	6	...	4	241	280	471	...	1	7	435	12, 600	255	12, 680
Waukesha,.....	9	...	4	645	678	1, 828	9	8	10	919	51, 784	684	14, 826
Total,.....	85	...	101	4	5, 472	5, 338	10, 805	82	38	110	9, 784	832, 915	5, 846
												216, 084	7, 877
WAUPACCA—													
Bear Creek,.....	8	...	...	40	88	73	...	...	...	236	2, 182	...	41
Caledonia,.....	4	...	1	108	89	192	1	1	8	275	1, 998	72	2, 608
Dayton,.....	7	...	2	146	116	262	8	2	7	543	11, 228	178	6, 890
Farmington,.....	7	...	...	144	129	278	1	4	8	452	7, 672	142	5, 581
Helvetia,.....	2	...	...	17	17	32	1	...	1	22	172	31	816
Jola,.....	4	...	...	117	106	223	...	...	8	202	5, 197	121	4, 681
Larrabee,.....	1	...	...	14	18	27	...	...	...	86	986	...	16
Lebanon,.....	6	...	...	72	64	186	2	1	2	182	2, 861	68	4, 324
Lind,.....	6	...	4	194	179	378	3	4	6	559	12, 202	186	7, 478
Little Wolf,.....	8	...	4	81	78	154	1	...	5	357	2, 854	94	2, 954
Matteson,.....	2	...	...	29	13	42	...	...	...	132	996	...	23
Mukwa,.....	6	...	1	216	205	416	11	2	5	878	14, 786	208	9, 678

TABLE No. II—continued.

Counties and Towns.	No. of School Districts.										No. of different pupils attending during the year.						
	No. of Districts not reported.	No. of parts of Districts.	No. parts Districts not reported.	No. of Male Children over 4 and under 20 years age.	No. of Female Children over 4 and under 20 years of age.	Total No. of Children over 4 and under 20 years of age.	No. of Children under 4 years of age who have attended school.	No. of Children over 20 years of age who have attended school.	No. of Districts maintaining school more than one term.	No. of days a school has been taught during winter term.							
WAPPAKA—continued.	3	4	102	134	236	3	5	317	384		701	119	3,958	124	4,143	160
	6	1	169	150	319	8	4	323	330		653	189	10,560	157	6,390	228
	4	.....	143	79	222	25	2	3	238	238	476	137	5,491	101	4,629	238
	4	.....	88	15	48	.....	.....	2	275	242	517	26	1,850	82	1,418	45
	3	4	227	239	466	8	6	6	368	371	739	350	18,551	257	15,060	476	
	8	1	256	215	471	2	2	7	553	469	1,022	867	25,290	289	20,452	299	
Total,.....	77	222	2,097	1,868	3,965	53	35	62	5,493	4,955	10,448	2,615	128,771	2,060	96,446	3,200	
WASHARA—	10	2	155	151	306	2	1	12	480	427	907	225	11,801	198	9,197	272	
	6	1	142	134	276	1	.....	4	347	257	604	188	5,059	106	4,348	57
	8	.....	57	61	118	.....	.....	2	131	289	419	89	3,493	20	3,431	128
	2	4	71	68	129	1	1	3	196	176	372	91	2,731	68	1,282	107	
	3	1	38	35	68	3	.....	2	132	178	310	48	2,008	61	2,477	71
	6	6	57	54	111	.....	.....	1	196	382	528	58	6,745	77	1,962	62
	4	7	167	147	314	2	3	11	539	721	1,260	214	9,760	233	9,007	217	
	6	3	128	111	234	1	2	6	448	266	714	161	7,210	107	5,082	193	

Mr. Morris,.....	7...	2...	94	89	183	.....	6	4	256	420	676	90	2,559	140	4,577	162
Oasis,.....	8 1 3	100	92	182	122	.....	.....	3	118	264	382	98	4,454	189	3,492	109
Plainfield,.....	5 6 1	175	182	387	2	.....	.....	4	284	481	765	109	3,864	183	1,060	205
Poyaisippi,.....	2...	5...	80	59	183	.....	.....	2	209	211	420	85	3,206	68	3,039	122
Rose,.....	1...	2...	31	45	76	1	.....	1	.....	178	178	.....	.....	56	148	56
Richford,.....	5...	3...	99	110	209	2	.....	3	262	248	510	127	5,446	94	3,884	172
Springwater,.....	4...	2...	88	98	186	2	.....	4	464	242	706	117	5,176	82	2,479	146
Saxville,.....	5 3	3...	138	123	261	.....	3	5	517	554	1,071	147	5,410	136	4,251	202
Wautoma,.....	3...	4...	130	136	266	1	.....	1	166	378	544	178	13,229	175	2,844	227
Warren,.....	4...	5...	122	114	236	1	.....	5	418	396	814	147	8,746	143	7,714	163
Total,.....	88115510	1,862	1,799	3,631	19	17	73	5,162	6,018	11,180	2,122	100,996	2,134	69,667	2,661	

WINNEBAGO—

Algoma,.....	3...	3...	131	163	294	1	8	4	340	331	671	171	6,012	676	3,154	228
Black Wolf,.....	5...	1...	162	133	295	.....	2	8	386	283	669	185	9,386	141	5,729	183
Clayton,.....	5...	5...	267	244	511	6	2	8	678	586	1,264	302	15,434	294	10,313	424
Menasha,.....	4...	4...	385	457	842	45	.....	6	417	466	883	599	55,342	526	29,378	650
Neeah,.....	4...	3...	431	500	931	4	2	11	206	290	496	374	.....	344	.....	490
Nepeskin,.....	4...	7...	193	166	359	1	3	6	495	486	981	236	14,201	213	11,585	295
Nekimi,.....	4...	4...	228	204	432	.....	6	6	508	436	944	356	18,301	307	12,678	429
Oshkosh,.....	5...	2...	160	144	304	.....	.....	4	464	409	873	180	6,890	161	4,915	214
Oshkosh City,.....	1...	.....	1,165	1,318	2,483	3	21	1	120	60	180	1,068	113,600	1,003	46,700	1,370
Omro,.....	4...	8...	406	378	784	7	22	8	633	702	1,335	546	28,807	578	27,393	742
Poygan,.....	4...	2...	162	135	297	5	1	5	394	315	709	176	8,751	186	6,232	252
Rushford,.....	5...	9 3	345	322	667	1	5	12	694	663	1,357	516	22,125	418	21,807	584
Utica,.....	5...	5...	236	233	469	4	3	6	421	520	941	274	13,611	246	13,322	355
Vinland,.....	4...	5...	197	201	398	.....	3	6	396	484	880	274	10,496	255	11,781	342
Winchester,.....	6...	1...	242	234	476	.....	2	2	440	153	593	240	10,314	98	4,453	261
Wolf River,.....	5...	.....	52	46	97	1	1	5	182	158	290	69	2,114	20	.....	.....
Winneconne,.....	1...	3...	246	231	477	1	1	6	363	383	726	263	12,330	235	10,107	290
Total,.....	71...62 3	5,008	5,108	10,116	79	77	99	7,087	6,705	13,792	5,830	347,713	5,701	219,537	7,121	

TABLE No. II—continued.

Counties and Towns.	No. of School Districts.	No. of Districts not reported.	No. of parts of Districts.	No. parts Districts not reported.	No. of Male Children over 4 and under 20 years of age.	No. of Female Children over 4 and under 20 years of age.	Total No. of Children over 4 and under 20 years of age.	No. of Children under 4 years of age who have attended school.	No. of Districts maintaining School more than one term.	No. of days a school has been taught during winter term.	No. of days a school has been taught during summer term.	Total No. of days a school has been taught during the year.	No. of pupils attending during winter term.	Whole No. of days attendance of pupils during winter term.	No. of pupils attending during summer term.	Whole No. of days attendance of pupils during summer term.	No. of different pupils attending during the year.	
Wood—	2	84	82	166	...	4	2	209	148	357	124	0,493	74	2,806	93
Centralia,	1	38	31	69	...	1	66	66	66	182	17	568	18	758	81
Dexter,	4	...	...	...	165	167	332	...	2	151	386	487	248	1,171	294	2,714	263
Grand Rapids,	2	...	...	...	45	48	88	...	3	261	197	458	64	3,282	67	2,048	73
Rudolph,	2	...	...	...	15	28	38	...	1	163	100	262	35	1,414	28	858	45
Rudolph,	5	...	...	...	42	46	88	2	1	180	149	279	45	2,105	41	1,784	86
Springda,	2	...	...	...	8	17	25	1	...	...	66	66	...	...	...	1,007	24
Essex,	1	...	...	...	11	18	29	...	1	84	109	192	21	1,200	14	840	24
Sigel,	1
Geneva,	1
Total,	18	2	1	...	408	427	885	8	11	1,064	1,170	2,234	554	29,183	540	12,760	639	

TABLE NO II.—RECAPITULATION.

Names of Counties.	No. of School Districts.	No. of Districts not reported.	No. of parts of Districts.	No. parts Districts not reported.	No. of Male Children over 4 and under 20 years of age.		No. of Female Children over 4 and under 20 years of age.		Total No. of Children over 4 and under 20 years of age.		No. of Children under 4 years of age who have attended school.		No. of Children over 20 years of age who have attended school.		No. of Districts maintaining School more than one term.		No. of days a school has been taught during winter term.		No. of days a school has been taught during summer term.		Total No. of days a school has been taught during the year.		No. of pupils attending during winter term.		Whole No. of days attendance of pupils during winter term.		No. of pupils attending during summer term.		Whole No. of days attendance of pupils during summer term.		No. of different pupils attending during the year.	
					No.	under 20 years of age.	No.	under 20 years of age.	No.	under 20 years of age.	No.	under 4 years of age.	No.	over 20 years of age.	No.	more than one term.	No.	during winter term.	No.	during summer term.	No.	during the year.	No.	during winter term.	No.	during summer term.	No.	during winter term.	No.	during summer term.	No.	during the year.
Adams,.....	59	2	38	2	2	1885	1248	2638	33	15	51	3946	4460	8406	1678	67517	1718	60388	2385													
Ashland,.....	3	187	135	272	9	1	2	224	106	380	113	6748	99	1916	189													
Brown,.....	55	.....	20	3	2814	2790	5604	100	5	41	4812	8978	8285	2179	75860	2282	89266	2870													
Buffalo,.....	39	7	11	.....	872	718	1590	14	2	4	2588	1848	3886	838	26475	402	17167	1009													
Calumet,.....	57	2	6	.....	1615	1475	3090	20	18	32	3511	3022	6538	1626	81652	1394	60838	2185													
Chippewa,.....	23	.....	.....	.....	467	445	912	36	8	13	1077	1846	2928	800	15284	534	21615	578											
Clark,.....	8	.....	2	.....	134	116	250	.....	4	4	444	596	1040	151	5939	157	7076	228											
Clark,.....	126	1	68	3	6255	4981	10236	82	82	185	10800	10524	21324	6728	233045	6049	208199	7857														
Columbia,.....	72	5	40	6	1919	1859	3778	43	23	54	5818	5979	11797	1956	88378	1869	78634	2872														
Crawford,.....	199	9	115	9	9722	8777	18499	112	121	213	16816	14686	31592	10423	344551	8482	254815	12074														
Dane,.....	172	.....	86	8	8955	8988	17838	102	80	240	14999	12917	28078	8361	875651	7150	289428	18493													
Dodge,.....	26	1	4	.....	419	367	786	4	5	9	1289	1322	2611	376	14431	413	14007	420													
Dodge,.....	2	.....	.....	.....	87	66	153	.....	2	2	236	93	329	78	4752	93	1211	110										
Douglas,.....	28	6	11	1	554	559	1113	15	6	12	1891	2041	3862	554	25065	786	25241	867														
Dunn,.....	28	2	11	2	667	650	1317	11	4	19	1250	1626	2875	610	87205	660	25281	826														
Dunn,.....	137	1	80	8	7465	7283	14698	76	77	146	12809	10977	24956	6906	276722	5808	200916	10160														
Grand du Lac,.....	178	7	71	8	8802	6654	13456	89	68	155	11781	10373	22154	7840	309056	6781	272652	9889														
Grant,.....	100	2	46	.....	4267	8909	8176	89	51	118	8327	7795	16152	5577	287888	4845	210990	6568													
Green Lake,.....	48	.....	58	3	2377	2266	4643	12	27	68	5909	5468	11587	2708	127274	2181	91621	8664													

TABLE No. II—continued.

Counties and Towns.	No. of School Districts.	No. of Districts not reported.	No. of parts of Districts.	No. parts Districts not reported.	No. of Male Children over 4 and under 20 years of age.	No. of Female Children over 4 and under 20 years of age.	Total No. of Children over 4 and under 20 years of age.	No. of Children under 4 years of age who have attended school.	No. of Children over 20 years of age who have attended school.	No. of Districts maintaining School more than one term.	No. of days a school has been taught during winter term.	No. of days a school has been taught during summer term.	Total No. of days a school has been taught during the year.	No. of pupils attending during winter term.	Whole No. of days attendance of pupils during winter term.	No. of pupils attending during summer term.	Whole No. of days attendance of pupils during summer term.	No. of different pupils attending during the year.	
Wood—	18	2	1	...	408	427	885	29	25	1	...	1	...	...	...	...	...	...	689
Centralia, .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Dexter,	1	1	...	...	38	81	69	...	...	...	...	...	...	...	...	...	...	...	...
Grand Rapids,	4	...	...	...	165	167	882	...	6	2	151	386	487	248	17	568	13	758	81
Rudolph,	2	1	...	...	45	48	88	...	8	...	261	197	458	64	3,282	57	2,714	263	...
Rudolph,	2	...	...	...	15	28	38	...	...	...	163	100	262	35	1,414	23	2,048	78	...
Springsfield,	5	2	...	...	42	46	88	2	1	4	180	149	279	45	2,105	41	1,784	86	...
Sparta,	1	...	...	...	3	17	25	1	...	...	...	66	66	...	...	...	...	...	...
Elletts,	1	...	...	...	11	18	29	...	...	1	84	109	192	21	1,200	14	1,007	24	...
Geneva, .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total,	18	2	1	...	408	427	885	29	8	11	1,064	1,170	2,224	554	29,183	540	12,760	689	...

TABLE NO II.—RECAPITULATION.

Names of Counties.	No. of School Districts.	No. of Districts not reported.	No. of parts of Districts,	No. parts Districts not reported.	No. of Male Children over 4 and under 20 years of age.	No. of Female Children over 4 and under 20 years of age.	Total No. of Children over 4 and under 20 years of age.	No. of Children under 4 years of age who have attended school.	No. of Children over 20 years of age who have attended school.	No. of Districts maintaining School more than one term.	No. of days a school has been taught during winter term.	No. of days a school has been taught during summer term.	Total No. of days a school has been taught during the year.	No. of pupils attending during winter term.	Whole No. of days attendance of pupils during winter term.	No. of pupils attending during summer term.	Whole No. of days attendance of pupils during summer term.	No. of different pupils attending during the year.
Adams,.....	59	2	38	2	1885	1248	2638	38	15	51	3946	4460	8406	1678	67517	1718	60388	2385
Ashland,.....	8	.....	.....	.....	187	185	272	9	1	2	224	106	880	118	6743	99	1916	189
Brown,.....	55	.....	20	8	2814	2790	5604	100	6	41	4812	8978	8285	2179	75860	2282	89286	2870
Buffalo,.....	89	7	11	.....	872	718	1590	14	2	4	2588	1348	3886	838	26475	402	17167	1009
Calumet,.....	57	2	5	.....	1015	1475	3090	20	13	32	8022	6533	1626	1652	81652	1394	60333	2185
Chippewa,.....	28	.....	.....	.....	487	445	912	36	8	13	1077	1846	2928	300	15284	534	21616	578
Clark,.....	8	.....	2	.....	184	116	250	.....	.....	4	444	596	1040	151	5939	157	7076	228
Clark,.....	126	1	68	8	5255	4381	10236	82	82	135	10800	10524	21324	6728	233045	6049	208199	7857
Columbia,.....	72	5	40	6	1919	1859	3778	43	23	54	5818	5979	11797	1956	88378	1869	73634	2872
Crawford,.....	199	9	115	9	9722	8777	18499	112	121	213	16816	14586	31502	10428	344561	8482	254316	12074
Dane,.....	172	.....	86	8	8955	8383	17838	102	80	240	14999	12917	28078	8661	375651	7150	289428	13493
Dodge,.....	26	1	4	.....	419	367	786	4	5	9	1289	1322	2611	376	14431	413	14007	420
Dod,.....	2	.....	.....	.....	87	66	153	.....	.....	2	236	98	329	78	4752	93	1211	110
Douglas,.....	28	5	11	1	554	559	1113	15	6	12	1301	2041	3362	554	25055	786	25241	867
Dunn,.....	28	2	11	2	667	650	1317	11	4	19	1250	1625	2875	616	87205	660	25281	826
Dun, Claire,.....	137	1	80	3	7465	7283	14698	76	77	145	12809	10977	24956	6906	276722	5808	200916	10160
Grand du Lac,.....	178	7	71	8	8802	6654	13456	89	63	165	11781	10378	22164	7640	809056	6781	272652	9888
Grant,.....	100	2	46	.....	4267	3909	8176	39	51	118	8327	7795	16152	5577	267888	4845	210990	6563
Green Lake,.....	48	.....	58	3	2377	2266	4648	12	27	68	5909	5408	11587	2708	127274	2181	91621	8664

TABLE NO. II.—RECAPITULATION.—Continued.

Names of Counties	No. of School Districts.		No. of parts of Districts.		No. parts Districts not reported.		No. of Male Children over 4 and under 20 years age.		No. of Female Children over 4 and under 20 years of age.		Total No. of Children over 4 and under 20 years of age.		No. of Children under 4 years of age who have attended school.		No. of Children over 20 years of age who have attended school.		No. of Districts maintaining School more than one term.		No. of days a school has been taught during winter term.		No. of days a school has been taught during summer term.		Total No. of days a school has been taught during the year.		No. of pupils attending during winter term.		Whole No. of days attendance of pupils during winter term.		No. of pupils attending during summer term.		Whole No. of days attendance of pupils during summer term.		No. of different pupils attending during the year.	
	No.	of	No.	of	No.	of	No.	of	No.	of	No.	of	No.	of	No.	of	No.	of	No.	of	No.	of	No.	of	No.	of	No.	of	No.	of	No.	of	No.	of
Iowa,.....	106	2	17	.....	.....	.....	4490	4220	8710	37	26	68	7466	5404	12870	4824	152265	3871	120111	5958											
Jackson,.....	50	6	8	1	.....	.....	834	756	1590	38	15	34	2768	2948	5716	970	49750	1038	43306	1487												
Jefferson,.....	101	73	.....	.....	.....	.....	6559	6602	13161	48	50	121	10351	9015	19356	6391	309225	5029	248891	7628										
Jones,.....	83	2	39	1	.....	.....	1976	1884	3860	12	35	60	5101	5158	10259	2349	74978	2091	75598	2812												
Kenosha,.....	66	27	.....	.....	.....	.....	2490	2828	4818	16	25	58	5750	3790	10436	3071	205640	2438	94652	3401										
Keokuk,.....	44	9	1	1	.....	.....	1250	1084	2334	19	2	16	1716	1818	3529	705	15276	773	15909	1038												
Keosauqua,.....	48	2	21	1	.....	.....	2361	2195	4556	22	14	38	3521	8612	7133	2254	70101	1757	53718	2913												
La Fayette,.....	108	2	31	1	.....	.....	4361	3926	8287	134	59	84	6021	6857	13450	3546	124595	3519	123278	5191												
La Pointe,.....	1	.....	.....	.....	.....	.....	64	60	124	.....	.....	1	105	65	170	81	2513	31	1445	36							
Manitowoc,.....	103	9	20	3	.....	.....	4800	4560	9360	62	15	57	7361	5244	12605	4143	243292	3358	155058	5535												
Marathon,.....	38	6	2	1	.....	.....	528	513	1041	4	3	18	1713	1082	2796	485	20894	340	23642	528												
Marquette,.....	43	2	40	3	.....	.....	1519	1400	2919	21	14	56	3408	3475	7070	1720	51360	1516	63022	2362												
Milwaukee,.....	88	20	2	.....	.....	.....	12259	12881	25140	21	18	62	7962	4218	12180	8457	596056	6339	232570	10172											
Monroe,.....	82	12	45	7	.....	.....	1878	1728	3606	38	24	65	5639	7004	12643	2191	91390	2273	106958	3091												
Oconto,.....	13	1	5	.....	.....	.....	545	519	1064	12	3	10	932	932	1864	566	27604	864	28733	780											
Outagamie,.....	68	11	.....	.....	.....	.....	2168	2057	4220	37	11	59	4341	4532	8873	2747	98848	2395	108415	2994										
Ozaukee,.....	55	16	1	.....	.....	.....	8570	3885	6955	15	4	47	5680	2708	9295	2978	157867	1745	63795	3582											
Pepin,.....	16	4	10	1	.....	.....	478	438	916	5	.....	12	957	1001	1958	453	16509	474	12769	679											
Pierce,.....	50	11	22	2	.....	.....	928	852	1780	15	13	36	1697	2673	4368	960	49525	1130	38981	1494												

Pell,.....	19	.....	4	1	339	292	631	13	1	13	669	1106	1774	305	13631	324	12058	479
Portage,.....	78	1	24	1	1407	1352	2759	36	22	53	3925	4486	8411	1501	67097	1569	58232	1950
Racine,.....	68	1	43	.....	4214	3850	8064	12	29	69	6346	5107	11454	4720	236840	3753	265144	5673
Richland,.....	118	9	44	6	2359	2174	4533	27	39	62	5753	4540	10293	2686	124302	2016	87115	3049
Rock,.....	123	1	95	.....	7380	6974	14304	46	64	180	12606	12641	23247	8103	486802	7222	805275	9884
St. Croix,.....	48	4	24	5	1132	1090	2212	31	14	29	2772	3237	6009	1270	71655	1509	71589	1956
Sauk,.....	135	4	76	7	4082	3874	7956	36	36	120	9927	8597	18494	5195	231819	4352	169738	6649
Shawano,.....	11	2	7	.....	131	141	272	2	1	6	773	567	1343	167	5400	155	1875	185
Sheboygan,.....	106	.....	31	.....	5623	5518	11141	33	19	116	8392	6358	15250	5923	339724	4418	193940	6402
Trempealeau,.....	34	6	13	5	656	615	1271	11	16	17	1541	2022	3563	642	32834	756	28840	1042
Vernon,.....	113	5	37	5	2390	2358	4748	27	50	77	5335	5469	10814	2614	77834	2080	66049	3271
Walworth,.....	101	.....	77	2	5141	5015	10156	34	56	123	9869	10137	20036	6505	874576	5275	287923	7871
Washington,.....	92	1	42	.....	5493	5058	10551	35	10	76	9327	4572	13908	5166	266606	2672	89006	5002
Waukesha,.....	85	.....	101	4	5472	5333	10305	32	38	110	9784	8434	13218	6414	332915	5346	216084	7877
Waupaca,.....	77	2	22	.....	2037	1868	3965	53	35	62	5493	4955	10448	2615	123771	2060	96445	3200
Wausara,.....	83	11	65	10	1862	1799	3616	19	17	73	5162	6018	11180	2122	109996	2134	63667	2661
Winnebago,.....	71	.....	62	3	5008	5103	10161	79	77	99	7087	6705	13792	5830	347713	5701	219537	7121
Wood,.....	18	2	1	.....	408	427	835	3	11	14	1064	1170	2234	554	29183	540	12760	639
Total,.....	3833	161	1842	122	164100	156865	320965	1837	1443	3368	296231	266808	567069	170565	8014444	144626	5776285	215163

TABLE NO. III.

Counties and Towns.	No. of Male teachers employed during winter term.	No. of Female teachers employed during winter term.	No. of Male teachers employed during summer term.	No. of Female teachers employed during summer term.	No. of different persons employed in teaching during the year.	No. who have had experience as teachers previous to this year.	Average wages paid Male teachers per month during winter term.	Average wages paid Female teachers per month during winter term.	Average wages paid Male teachers per month during summer term.	Average wages paid Female teachers per month during summer term.	Amount raised by tax for teachers wages.	Amount raised by tax for maps, charts and apparatus.	Amount raised by tax for building school houses.	Amount raised by tax for other purposes.	Amount raised for school purposes at annual town meeting.
ADAMS—															
Adams.....	1	1	1	1	6	4	\$35 00	\$20 00	.....	\$10 50	\$280 00	.....	.....	\$60 00	\$100 00
Big Flats.....	.....	.....	.....	.....	2	1	.....	18 00	.....	14 00	100 00	.....	.....	.....	10 00
Big Prairie.....	1	1	4	1	10	9	80 00	17 00	\$18 00	17 25	875 00	.....	.....	149 05	.....
Easton.....	.....	.....	.....	.....	6	5	.....	12 00	.....	15 00	192 00	.....	.....	26 00	.....
Jackson.....	2	1	1	.....	8	5	15 50	14 00	.....	13 00	267 00	.....	.....	188 00	.....
Lincoln.....	8	2	1	.....	9	9	22 55	15 50	.....	14 00	820 00	.....	.....	18 00	.....
Laola.....	.....	.....	.....	.....	4	4	.....	15 00	.....	18 80	275 00	.....	.....	5 00	.....
McAroo.....	.....	.....	.....	.....	4	4	.....	15 83	.....	18 83	115 00	.....	\$20 00	15 60	78 00
McAroo.....	2	3	4	.....	6	6	14 00	15 25	.....	12 00	871 00	.....	.....	40 72	.....
New Chester.....	1	4	.....	.....	11	6	25 00	16 96	.....	17 40	842 83	.....	10 00	84 0	.....
New Haven.....	.....	.....	.....	.....	9	2	.....	10 00	.....	8 00	50 00	\$10 00	.....	5 00	10 00
Newark Valley.....	.....	.....	.....	.....	8	7	.....	21 87	.....	18 75	45 00	.....	.....	89 25	.....
Preston.....	.....	.....	.....	.....	8	4	.....	12 00	.....	10 25	220 00	.....	.....	8 00	25 00
Quincy.....	1	2	.....	.....	7	6	12 00	13 00	.....	15 83	70 00	.....	.....	19 11	.....
Richfield.....	1	2	.....	.....	6	6	.....	18 00	.....	10 00	202 00	.....	.....	14 00	.....
Shenandoah.....	.....	.....	.....	.....	8	8	.....	14 00	.....	10 00	492 00	.....	.....	43 00	.....
Springville.....	1	5	.....	.....	10	10	81 00	14 00	.....	13 00	188 00	.....	75 00	88 00	.....
Strong's Prairie.....	.....	.....	.....	.....	4	4	.....	16 87	.....	13 25	.....	.....	.....	.....	.....

CALUMET—											
Brillon,.....	1	4	4	8	\$16.00	\$13.33	\$250.00			\$10.17	
Brothertown,.....	4	7	15	14	\$21.50	13.50	394.00			176.50	\$150.00
Charlestown,.....	3	4	10	9	22.00	15.25	559.00			100.00	25.00
Chilton,.....	1	10	1	9	28.00	15.00	537.00			160.00	70.00
Harrison,.....	1	4	6	18	20.75	17.00	683.00			118.00	
New Holstein,.....	2	3	2	7	4.20	16.00	260.00			33.00	
Rantoul,.....	2	3	5	4	18.00	20.00	87.00	\$7.00		75.00	293.00
Stockbridge,.....	2	1	5	8	17.50	14.00	170.00			100.00	38.00
Woodville,.....	1	4	2	6	22.00	16.33	315.00			45.00	45.90
Total,.....	17	33	8	42	69	21.68	1,567.24	13.77	7.00	480.00	540.67
CHIPPewa—											
Anson,.....	1	1	1	1	\$18.00	\$18.00	\$200.00			\$800.00	\$25.00
Bloomer,.....	2	1	4	7	16.23	\$14.00	392.00			325.00	158.00
Chippewa Falls,.....	1	2	2	4	\$45.00	22.50	600.00	\$30.00		200.00	100.00
Eagle Point,.....	1	1	4	6	18.75	18.75	724.88			250.00	69.00
La Fayette,.....	1	3	5	7	30.00	18.33	19.00	25.00		243.00	500.00
Sigel,.....	1	1	1	2	16.66	18.00	100.00			25.00	50.00
Wheaton,.....	1	2	4	5	20.00	15.00	258.00			46.00	
Total,.....	5	10	3	21	26	26.08	18.03	16.91	17.41	1,118.00	750.00
CLARK—											
Weston,.....	3	1	2	5	\$30.33	\$26.00	\$1,065.00			\$233.00	66.00
Lynn,.....	3	3	2	2	\$26.33	285.00	895.00			87.00	36.00
Pine Valley,.....	4	4	5	3	21.00	26.00	13.50			70.00	
Levis,.....	4	4	5	3	21.00	26.00	13.50			87.00	70.00
Total,.....	8	8	1	6	13	10	30.33	23.66	19.62	320.00	172.00
COLUMBIA—											
Arlington,.....	3	.....	4	7	\$27.00	\$15.08	\$175.00				\$65.60
Arlington,.....	2	5	7	12	21.00	\$18.80	385.00			\$870.00	100.00
Columbus,.....	3	11	1	13	34.66	\$60.00	1,561.00			100.00	140.00
Cornland,.....	4	2	1	5	30.50	20.00	870.00			156.19	121.86

TABLE No. III—continued.

Counties and Towns.	No. of Male teachers employed										Amount raised by tax for other purposes.					Amount raised for school purposes at annual town meeting.				
	during winter term.	No. of Female teachers employed during winter term.	No. of Male teachers employed during summer term.	No. of Female teachers employed during summer term.	No. of different persons employed in teaching during the year.	No. who have had experience as teachers previous to this year.	Average wages paid Male teachers per month during winter term.	Average wages paid Female teachers per month during winter term.	Average wages paid Male teachers per month during summer term.	Average wages paid Female teachers per month during summer term.	Amount raised by tax for teachers wages.	Amount raised by tax for maps, charts and apparatus.	Amount raised by tax for building school houses.	Amount raised by tax for other purposes.		Amount raised for school purposes at annual town meeting.				
COLUMBIA—continued.																				
Dekorra,.....	6	4	1	10	18	16	\$25 41	\$15 00	\$24 00	\$15 18	\$ 708 00	.....	.....	226 06	.....	.....	.....	.....	.....	.....
Fort Winnebago,.....	4	4	.....	6	13	6	33 00	16 50	.....	13 66	400 00	.....	\$ 560 00	113 50	.....	.....	.....	.....	.....	.....
Fountain Prairie,.....	3	4	.....	6	11	11	31 68	16 50	.....	14 00	384 60	\$4 00	.....	104 55	.....	.....	.....	.....	.....	.....
Hampden,.....	5	2	1	6	13	8	22 00	16 75	24 00	11 00	179 58	.....	75 00	71 88	.....	.....	.....	.....	.....	.....
Leeds,.....	6	1	.....	6	11	8	25 50	16 00	.....	15 16	180 00	.....	.....	255 00	\$ 200 00	.....	.....	.....	.....	.....
Lewiston,.....	3	6	.....	6	13	12	25 38	16 31	.....	13 66	345 00	.....	.....	73 16	800 00	.....	.....	.....	.....	.....
Lodi,.....	4	4	.....	11	19	12	27 66	15 00	.....	15 18	360 00	.....	.....	99 50	.....	.....	.....	.....	.....	.....
Lowville,.....	6	3	.....	9	11	14	22 15	16 38	.....	14 50	464 00	.....	.....	97 75	.....	.....	.....	.....	.....	.....
Marcellon,.....	5	2	.....	7	12	8	22 16	18 00	.....	12 64	420 00	.....	.....	50 50	.....	.....	.....	.....	.....	.....
Newport,.....	3	4	1	6	12	11	28 75	18 68	35 00	18 80	580 00	.....	.....	90 00	800 00	.....	.....	.....	.....	.....
Osego,.....	3	3	.....	6	10	8	25 50	13 88	.....	14 20	286 00	.....	295 00	56 00	.....	.....	.....	.....	.....	.....
Pacific,.....	2	2	.....	2	7	6	19 00	15 25	.....	13 00	165 00	.....	110 00	10 47	.....	.....	.....	.....	.....	.....
Portage City,.....	2	7	2	7	9	9	50 00	24 16	60 00	24 16	2,002 40	.....	.....	500 77 2,002 40	.....	.....	.....	.....	.....	.....
Randolph,.....	6	1	.....	7	14	12	25 38	16 00	.....	16 57	620 00	.....	.....	140 00	150 00	.....	.....	.....	.....	.....
Scott,.....	4	4	.....	8	15	7	27 75	15 25	.....	18 87	507 00	.....	.....	69 68	.....	.....	.....	.....	.....	.....
Springvale,.....	2	4	.....	7	13	13	22 50	17 15	.....	16 16	258 00	.....	.....	106 00	.....	.....	.....	.....	.....	.....
West Point,.....	5	2	.....	7	13	9	25 80	11 00	.....	12 71	444 00	.....	114 20	50 36	.....	.....	.....	.....	.....	.....

Wyocena,	8	6	.....	10	17	15	80 00	16 16	.....	18 88	445 00	4 75	.....	90 02	299 77
Total,	8	8	7	154	291	228	28 9	16 6	37 1f	14 87	11,689 68	8 75	1,780 85	2,620 74	3,562 77

CRAWFORD—

Clayton,	4	4	8	7	18	14	17 80	14 75	15 00	11 14	956 50	14 00	100 00	66 50	222 29
Eastman,	2	8	1	4	10	7	28 00	18 66	18 00	14 75	475 00	.....	.....	208 54	200 00
Freeman,	5	1	.....	8	18	11	28 00	14 00	.....	13 75	185 82	.....	.....	41 50	.....
Haney,	4	1	.....	6	11	9	28 00	16 00	.....	11 60	175 00	.....	.....	84 40	200 00
Lynxville,	1	1	.....	2	4	2	16 00	.....	.....	15 00	100 00	.....	.....	15 00	.....
Marietta,	1	4	.....	8	7	5	29 00	15 00	.....	15 06	342 50	.....	.....	84 00	800 00
Prairie du Chien,	4	8	2	11	21	20	88 83	20 25	82 50	20 00	1,981 50	115 00	400 00	251 46	.....
Seneca,	8	8	.....	8	18	9	20 66	18 44	.....	18 50	825 00	.....	.....	65 00	100 00
Scott,	4	8	1	2	8	8	26 50	13 00	15 00	14 50	805 00	.....	.....	800 00	.....
Utica,	8	5	.....	10	11	12	20 50	15 40	.....	18 00	520 00	.....	.....	91 00	200 00
Wauzeka,	8	.....	.....	5	8	7	25 00	18 00	.....	19 00	458 00	.....	.....	86 00	.....
Total,	84	38	7	66	124	104	28 57	15 85	20 12	14 72	5,774 89	129 00	500 00	888 40	1,522 29

DANE—East District.

Albion,	8	4	.....	7	13	12	24 33	11 00	.....	10 43	167 55	.....	.....	74 70	200 00
Blooming Grove,	8	4	.....	4	10	8	25 00	18 00	.....	16 00	678 00	.....	.....	122 00	.....
Bristol,	4	5	.....	7	15	13	22 75	17 6	.....	14 61	184 00	5 00	74 80	188 00	400 00
Burke,	5	2	.....	7	14	9	24 40	16 0	.....	18 88	450 00	.....	200 00	116 00	.....
Christiana,	6	8	1	6	18	6	24 16	17 83	18 00	14 60	587 00	.....	186 00	202 11	.....
Cottage Grove,	9	1	.....	8	18	13	23 12	16 00	.....	18 87	899 95	.....	.....	89 05	140 00
Deerfield,	1	4	.....	6	6	5	24 00	14 50	.....	12 90	287 00	.....	60 00	64 46	.....
Dunn,	5	1	.....	8	16	10	26 00	14 50	.....	14 38	75 00	.....	.....	27 00	490 84
Punkirt,	7	5	.....	10	19	13	28 20	17 60	.....	14 88	827 00	1 00	1,525 70	188 80	.....
Medina,	1	8	.....	6	9	9	26 00	17 33	.....	18 80	853 00	.....	.....	80 00	.....
Pleasant Spring,	4	1	.....	4	9	6	25 75	18 00	.....	18 00	75 00	.....	.....	161 50	.....
Rutland,	4	5	.....	8	16	12	21 00	16 60	.....	11 94	520 58	.....	.....	74 00	.....
Sun Prairie,	8	4	1	6	13	7	22 00	12 66	24 44	11 60	285 00	.....	.....	165 96	.....
Vienna,	2	4	.....	8	14	13	20 75	17 50	.....	18 56	390 00	.....	450 00	180 00	.....
Windsor,	4	3	.....	6	12	8	27 00	21 00	.....	17 40	200 00	.....	.....	116 00	100 00
Westport,	4	8	1	6	11	9	27 50	19 00	26 00	16 40	500 00	.....	800 00	229 60	.....

TABLE No. III.—continued.

Counties and Towns.	No. of Male teachers employed during winter term.		No. of Female teachers employed during winter term.		No. of Male teachers employed during summer term.		No. of Female teachers employed during summer term.		No. who have had experience as teachers previous to this year.		Average wages paid Male teachers per month during winter term.		Average wages paid Female teachers per month during summer term.		Average wages paid Male teachers per month during summer term.		Average wages paid Female teachers per month during summer term.		Amount raised by tax for teachers wages.		Amount raised by tax for maps, charts and apparatus.		Amount raised by tax for building school houses.		Amount raised by tax for other purposes.		Amount raised for school purposes at annual town meeting.	
	4	4	4	1	7	15	14	\$27 75	\$18 25	\$20 00	\$13 21	\$400 00	6	00	2, 786 00	1, 979 42	1, 530 84	\$105 75	\$200 00									
DANE—East District—con.	69		56		4		110		217		167		24 69		16 65		6, 169 08		6 00		6 00		2, 786 00		1, 979 42		1, 530 84	
Total,	69		56		4		110		217		167		24 69		16 65		6, 169 08		6 00		6 00		2, 786 00		1, 979 42		1, 530 84	
DANE—West District.	1		3		2		6		2		24 00		16 75		18 00		225 00								16 00			
Berry,	1	1	4	4	4	9	8	30 00	16 28	15 83	15 83	215 00	35 00	150 00										35 00	150 00			
Black Earth,	2	2	2	4	4	7	6	23 00	17 50	16 25	16 25	270 00	48 00											48 00				
Blue Mounds,	3	3	3	3	6	11	6	18 25	15 50	14 41	14 41	270 00	146 00	200 00										146 00	200 00			
Cross Plains,	3	3	3	3	6	11	10	24 66	21 00	15 50	15 50	638 00	72 00											72 00				
Dane,	5	5	2	3	8	13	9	29 87	18 00	15 52	15 52	455 00	108 00											108 00				
Fitchburg,	1	1	5	1	4	9	7	40 00	13 75	40 00	13 00	385 00	72 00	200 00											72 00	200 00		
Mazo Manie,	1	1	5	1	4	9	7	40 00	13 75	40 00	13 00	385 00	72 00	200 00											72 00	200 00		
Madison,	3	3	5	4	4	7	7	.....	21 50	19 00	19 00	400 00	75 00	70 00											75 00	70 00		
Middleton,	3	3	5	4	4	7	13	23 17	16 00	14 50	14 50	638 00	7 00	30 00											30 00	238 00		
Montrose,	3	3	4	4	7	14	13	29 33	14 50	14 00	14 00	542 00	20 00	200 00											20 00	58 00		
Oregon,	3	3	5	4	4	7	13	25 00	18 40	13 33	13 33	478 00	122 05												122 05			
Primrose,	2	2	4	4	6	8	6	20 75	16 75	18 72	18 72	181 00	32 50	150 00											32 50	150 00		
Perry,	4	4	4	1	1	6	8	18 25	.....	19 00	12 00	.....	31 00	50 00											31 00	50 00		

Roxbury,.....	2	4	4	10	5	26 50	14 75	15 50	489	.....	25 00
Springfield,.....	4	5	6	15	8	24 40	17 00	15 33	.....	140 49	.....
Springdale,.....	2	3	5	9	7	25 00	17 33	14 40	228	.....	83 00
Vermont,.....	1	3	8	7	6	18 00	20 00	15 66	120	.....	34 75
Verona,.....	5	3	7	15	14	29 00	18 00	15 57	653	.....	91 00
Madison City,.....	2	9	2	12	12	49 50	31 45	49 50	.....	.....	7, 733 46
Total,.....	47	71	4	102	155	26 56	18 03	36 17	6, 097	87 50	1, 605 00

Deers—East District.

Ashippun,.....	1	1	8	15	13	28 00	15 00	11 87	196 30	.....	49 20
Herman,.....	.....	8	4	11	10	.....	.....	16 00	82 00	.....	124 40
Hubbard,.....	5	10	1	14	22	30 50	19 00	16 25	1, 804 00	7 50	679 54
Hustisford,.....	3	5	7	15	13	25 33	15 00	13 44	496 89	.....	95 61
Lebanon,.....	3	3	2	8	7	27 67	15 67	11 00	75 51	.....	34 50
Le Roy,.....	2	5	1	7	13	8 24	14 60	13 78	434 00	.....	64 24
Lomira,.....	4	6	9	17	14	22 00	17 50	16 50	230 00	.....	110 46
Rubicon,.....	5	6	9	19	18	21 20	13 00	11 44	350 00	.....	129 34
Theresa,.....	6	4	1	4	13	13 27	33 17	17 75	194 78	96 00	122 22
Williamstown,.....	4	6	2	7	13	11 23	25 16	23 75	861 00	.....	211 21
Total,.....	33	53	5	71	146	25 53	16 20	36 81	4, 724 48	103 50	750 00
											1, 620 72
											748 10

Dodge—West District

Beaver Dam,.....	6	3	9	13	12	28 16	16 00	11 75	733 00	.....	189 25
Calamus,.....	5	3	7	15	9	26 00	17 33	18 28	731 00	.....	139 87
Chester,.....	4	2	6	10	8	22 45	21 00	12 66	445 00	3 00	59 75
Clyman,.....	5	2	5	11	8	22 80	17 00	12 80	405 00	.....	86 25
Emmett,.....	4	4	5	12	10	24 00	14 00	12 60	272 53	.....	11 50
Elba,.....	1	9	10	18	12	20 44	14 16	14 00	520 00	.....	238 75
Fox Lake,.....	2	8	9	16	15	37 50	19 33	14 85	1, 238 00	.....	74 00
Foxnett,.....	5	1	5	11	8	26 40	18 00	26 00	702 00	.....	112 00
Portland,.....	3	5	1	4	16	29 00	15 23	13 06	236 06	50 00	45 00
Porter,.....	6	5	4	11	14	22 50	16 20	15 00	890 39	.....	68 36
Lofton,.....	2	3	2	11	23	21 24	15 63	15 36	686 06	17 00	181 00
Trenton,.....	3	8	10	20	16	34 00	12 53	12 31	917 00	.....	212 87
Oak Grove,.....	4	1	1	4	7	23 75	16 00	20 00	60 00	.....	74 50
ghelda,.....											200 00

Nasawapee,.....	2	1	3	4	5	25 00	16 00	202 00	27 92
Sevastopol,.....	1	1	4	4	24 00	20 00	23 00	430 00	270 00
Surgeon Bay,.....	1	1	2	6	5 25 00	16 00	18 00	320 00	123 42
Washington,.....	2	2	4	7	3	20 50	16 00	148 00	800 00
Total,.....	7	11	1	19	37	31 25 41	19 48 19 50	2,489 00	1,865 34

Douglas—									
Superior,.....	2	2	2	4	4	29 00	24 00	600 00	
Total,.....	2	2	2	4	4	29 00	24 00	600 00	

Dunn—									
Dunn,.....	4	4	6	8	6	24 00	17 84	560 00	50 00
Eau Claire,.....	1	1	1	2	2	80 00	10 00	380 00	15 83
Menomonie,.....	2	2	2	2	2	25 00	23 00	290 00	100 00
Peru,.....	2	2	2	4	8	24 00	16 00	290 00	26 00
Rock Creek,.....	1	1	3	5	5	28 00	16 66	820 00	50 00
Red Cedar,.....	2	2	4	4	4	80 00	19 25	345 00	75 00
Spring Brook,.....	2	1	8	11	9	83 21	19 12	415 00	188 00
Total,.....	8	9	26	37	31	29 04 19 80	17 26	2,260 00	384 60

Eau Claire—									
Eau Claire,.....	1	4	1	5	5	7 40 00	17 00	651 00	35 00
West Eau Claire,.....	1	3	1	3	6	6 50 00	20 00	50 00	1,700 00
North Eau Claire,.....	1	1	1	2	2	30 00	25 00	300 00	200 00
Bridge Creek,.....	8	5	5	6	6	32 33	19 50	555 00	50
Lincoln,.....	1	1	3	4	3	32 00	16 58	610 00	100 00
Pleasant Valley,.....	1	3	2	5	4	17 68	12 00	205 00	152 56
Oak Grove,.....	1	1	2	3	8	18 00	18 50	72 00	175 00
Brunswick,.....	1	1	3	6	4	28 00	15 66	375 00	30 00
Total,.....	8	12	2	24	40	85 35 38	21 77	3,218 00	406 70

Beeton,	4	5	.....	8	17	14	25 50	16 25	.....	14 75	722 00	.....	198 00
Beeton City,	2	7	2	.....	16	15	51 25	16 00	45 00	18 00	1,400 00	.....	250 00
Booth,	4	6	.....	10	19	18	20 50	15 00	.....	12 00	682 25	.....	79 85
Boothdale,	6	1	2	4	12	10	25 50	.....	24 00	.....	240 50	6 00	83 00
Boothdale,	3	4	.....	7	12	11	22 67	18 25	.....	15 38	465 68	.....	91 26
Boothdale,	1	2	1	1	5	5	40 00	20 00	50 00	20 00	800 00	.....	100 00
Boothdale,	74	121	11	170	327	277	29 07	16 83	36 77	14 53	16,665 87	90 00	48 94 4, 158 46 1, 048 48

GRANT—

Beeton,	3	8	.....	6	10	8	30 00	20 00	.....	19 33	331 50	.....	99 75
Beeton City,	1	1	1	1	4	4	25 00	19 22	.....	16 00	264 00	.....	6 00
Booth,	1	1	1	1	4	4	35 00	20 00	40 00	23 00	.....	.....	65 00
Boothdale,	1	6	1	6	13	11	25 00	17 66	15 00	17 16	499 89	.....	168 60
Boothdale,	1	4	1	4	7	7	41 00	22 75	40 00	19 50	885 00	582 50	92 50
Boothdale,	1	4	.....	3	8	7	30 00	14 75	.....	14 00	180 95	.....	8 86
Boothdale,	6	8	1	10	16	14	24 00	17 00	28 00	14 70	660 00	1 50	72 00 200 00
Boothdale,	3	2	.....	6	9	6	25 77	16 00	.....	17 87	177 00	.....	108 00
Boothdale,	8	6	.....	6	13	12	23 50	18 30	.....	16 50	414 47	.....	17 30
Boothdale,	1	4	1	1	5	7	.....	18 83	23 00	16 20	213 14	.....	43 25
Boothdale,	6	4	1	7	15	15	30 74	20 83	35 00	21 83	794 00	.....	269 00
Boothdale,	5	2	2	2	4	4	24 52	20 00	20 41	18 00	1,080 00	.....	74 00
Boothdale,	2	4	.....	6	11	11	25 00	18 25	.....	13 66	299 40	.....	67 00
Boothdale,	3	4	.....	7	13	8	25 66	16 83	.....	16 60	337 00	2 00	62 50
Boothdale,	1	4	.....	5	9	5	25 00	17 60	.....	13 00	335 00	.....	50 00
Boothdale,	4	9	1	10	19	18	24 38	17 59	32 50	15 34	982 00	.....	281 55
Boothdale,	8	.....	10	16	15	.....	.....	14 20	.....	12 85	474 00	.....	55 80
Boothdale,	2	2	1	2	5	5	20 00	17 50	30 00	18 00	339 00	.....	40 00
Boothdale,	1	1	.....	3	4	8	20 00	20 00	.....	16 00	173 00	.....	31 00
Boothdale,	2	2	.....	5	7	6	32 50	19 00	.....	17 20	300 00	.....	136 44
Boothdale,	2	4	1	5	10	8	25 50	20 33	21 00	16 60	448 00	.....	36 00
Boothdale,	4	8	4	9	17	13	30 37	20 08	35 75	18 81	1,528 00	40 00	686 35
Boothdale,	4	6	.....	13	18	13	38 67	19 88	.....	18 00	535 89	.....	73 10
Boothdale,	4	2	.....	6	10	8	18 66	19 00	.....	20 40	566 00	.....	48 00
Boothdale,	1	2	.....	3	6	6	28 00	20 00	.....	18 33	180 00	280 16	53 00
Boothdale,	4	4	.....	7	7	.....	19 00	.....	.....	20 66	221 00	.....	45 82
Boothdale,	1	2	.....	3	6	3	20 00	15 16	.....	14 00	180 00	.....	125 00

TABLE NO. III—continued.

Counties and Towns.	No. of Male Teachers employed during winter term.	No. of Female Teachers employed during winter term.	No. of Male Teachers employed during summer term.	No. of Female Teachers employed during summer term.	No. who have had experience as teachers previous to this year.	Average wages paid Male Teachers per month during winter term.	Average wages paid Female Teachers per month during winter term.	Average wages paid Male Teachers per month during summer term.	Average wages paid Female Teachers per month during summer term.	Amount raised by tax for Teachers' wages.	Amount raised by tax for maps, charts and apparatus.	Amount raised by tax for building school houses.	Amount raised by tax for other purposes.	Amount raised for school purposes at annual town meeting.
GRAY—continued.														
Watertown.....	2	1	1	3	6	5 28 00	19 00	20 00	17 38	840 00	.....	.....	71 00	.....
Wingville.....	3	3	.....	4	10	8 28 22	12 00	.....	21 00	230 00	.....	.....	62 80	.....
Total.....	67	108	16	144	287	242 26 91	18 28	28 47	17 25	12, 870 24	43 50	18877 442, 844 11	287 00	.....
GREEN—														
Adams.....	1	5	.....	6	11	5 21 67	14 25	.....	13 38	180 00	.....	228 00	35 00	.....
Albany.....	5	4	.....	8	17	11 24 30	15 38	.....	14 00	804 00	1 00	97 60	.....	.....
Brooklyn.....	2	7	.....	9	15	14 20 50	14 57	.....	12 39	301 12	.....	.....	42 18	.....
Cadiz.....	2	7	.....	7	16	12 21 50	16 57	.....	12 71	319 00	.....	877 50	49 44	.....
Clarno.....	5	4	1	8	16	14 26 20	17 66	15 00	14 87	588 59	.....	286 96	142 63	.....
Clatsop.....	6	6	1	9	18	13 22 00	13 00	40 00	10 75	746 00	25 00	25 00	292 78	200 00
Dexter.....	3	3	.....	6	12	12 24 60	16 38	.....	15 00	366 00	.....	.....	91 55	.....
Jefferson.....	8	1	8	6	17	10 25 13	18 00	21 55	13 17	675 00	20 00	400 00	106 00	.....
Jordan.....	1	5	.....	6	12	10 23 38	14 20	.....	11 66	151 85	.....	.....	50 15	.....
Monroe.....	9	7	1	14	25	19 29 72	16 66	60 00	15 22	2, 198 30	.....	1, 100 00	307 10	.....
Mt. Pleasant.....	2	7	2	8	16	14 26 37	14 48	17 00	11 00	108 00	.....	.....	186 50	400 00
New Glarus.....	1	2	1	3	6	4 20 00	14 66	20 00	18 25	15 00	2 75	.....	15 00	100 00

Spring Grove,.....	8	5	1	7	15	11	21	88	16	80	13	00	10	71	443	00	.....	39	00	.....	
Sylvester,.....	4	5	.....	8	15	14	22	75	16	75	.....	.....	12	06	895	00	.....	102	00	200	00
Washington,.....	.....	7	.....	6	12	3	15	84	.....	.....	.....	.....	13	08	318	00	.....	.....	.....	12	00
York,.....	2	1	1	2	6	4	23	00	15	00	13	50	12	50	85	00	.....	.....	.....	34	00
Total,.....	53	77	11	118	228	170	23	01	15	57	25	00	12	85	7,628	86	48	75	2,515	06	1,455	28

GREEN LAKE—

Berlin,	8	5	.....	7	15	15	28	33	16	40	.....	.....	12	57	770	00	.....	.....	.....	156	50
Berlin City, .....	.....	.....	.....	.....	.....	9	.....	.....	.....	.....	.....	.....	.....	.....	1,800	00	.....	450	00	250	00
Brooklyn,	4	8	.....	8	15	12	23	12	17	00	.....	.....	14	00	740	60	.....	.....	.....	81	90
Dayton,	5	.....	.....	6	11	8	25	40	.....	.....	.....	.....	18	83	437	75	.....	.....	.....	11	00
Green Lake,	4	4	.....	8	17	12	24	80	18	50	.....	.....	18	77	1,135	57	.....	.....	.....	139	84
Kingston,	8	2	1	3	8	5	17	43	13	00	11	00	11	33	310	00	.....	200	00	46	75
Kingston Village,	1	1	.....	1	3	3	30	00	12	00	.....	.....	18	00	100	00	.....	1,000	00	15	00
Mackford,	6	2	.....	7	14	14	26	00	20	00	.....	.....	15	00	791	95	.....	.....	.....	61	55
Markesan,	1	1	.....	1	3	3	40	00	20	00	.....	.....	22	00	300	00	.....	.....	.....	90	00
Manchester,	2	5	.....	6	10	10	25	00	15	60	.....	.....	12	55	401	00	.....	.....	.....	104	30
Marquette,	1	1	.....	2	3	1	.....	.....	26	00	.....	.....	14	00	208	50	.....	250	00	32	25
Princeton,	3	5	.....	8	15	14	27	00	14	50	.....	.....	16	00	552	00	.....	.....	.....	103	00
Seneca,	2	2	.....	3	7	6	23	00	16	00	.....	.....	12	66	213	00	.....	.....	.....	33	00
St. Marie,	1	3	.....	4	7	6	23	00	14	66	.....	.....	13	00	230	00	.....	.....	.....	20	00
Total,	35	34	1	64	137	119	26	42	15	97	11	00	14	51	8,000	37	.....	1,900	00	1,151	09

Arden,	2	7	.....	9	18	13	21	83	17	00	.....	.....	16	50	525	00	.....	.....	.....	42	00
Clydeville,	6	10	2	16	25	18	28	92	17	72	36	66	17	86	130	00	.....	.....	.....	64	00
Dodge,	6	6	4	8	21	18	39	00	16	00	28	00	17	00	1,167	50	.....	417	48	139	00
Highland,	4	6	.....	6	14	13	28	00	21	33	.....	.....	19	00	888	00	.....	.....	.....	116	00
Lindal Point City,	2	7	2	7	9	9	53	00	22	50	53	00	22	50	851	95	.....	75	00	327	15
Lindal Point,	3	7	.....	4	14	3	27	33	17	86	.....	.....	18	66	995	87	.....	1,433	67	.....	.....
Mineral Point,	4	5	.....	4	12	10	26	25	19	86	.....	.....	17	62	937	00	.....	26	25	263	00
Minerva,	2	2	.....	4	8	5	21	00	19	50	.....	.....	19	25	300	00	.....	50	00	145	90
Modoc,	4	2	.....	7	13	11	23	00	19	00	.....	.....	15	07	660	00	.....	.....	.....	105	00
Moscow,	8	5	1	7	19	19	25	85	18	53	25	00	17	50	841	00	.....	41	00	80	50
Pulseway, .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	218	49

IOWA—

TABLE No. III.—continued.

Counties and Towns.		No. of Male teachers employed during winter term.	No. of Female teachers employed during winter term.	No. of Male teachers employed during summer term.	No. of Female teachers employed during summer term.	No. of different persons employed in teaching during the year.	No. who have had experience as teachers previous to this year.	Average wages paid Male teachers per month during winter term.	Average wages paid Female teachers per month during winter term.	Average wages paid Male teachers per month during summer term.	Average wages paid Female teachers per month during summer term.	Amount raised by tax for teachers wages.	Amount raised by tax for maps, charts and apparatus.	Amount raised by tax for building school houses.	Amount raised by tax for other purposes.	Amount raised for school purposes at annual town meeting.
Iowa—continued.																
Waldwick,.....	1	4	.....	3	7	7	7	\$23 00	\$17 42	.....	\$13 83	\$276 06	.....	\$45 00	\$20 94	.....
Wyoming,.....	3	5	1	6	12	3	3	16 00	16 00	\$22 00	14 00	150 00	.....	90 00	720 00	\$200 00
Total,.....	46	70	10	86	182	183	24	78	18 86	32 93	16 95	8,402 88	26 25	2,798 15	1,884 04	1,430 49
JACKSON—																
Albion,.....	2	7	1	8	13	11	30	00	18 50	20 00	18 75	1,220 00	20 00	.....	315 00	500 00
Alma,.....	1	3	.....	10	14	14	25	00	13 33	.....	13 00	363 00	.....	802 00	60 00	.....
Bixton,.....	3	1	1	5	9	6	23	83	20 00	18 00	16 00	470 00	.....	259 00	136 10	.....
Irving,.....	1	6	.....	5	10	9	24	00	16 00	.....	15 00	428 00	.....	.....	112 75	100 00
Melrose,.....	1	6	.....	7	14	10	18	00	16 57	.....	14 86	405 00	.....	50 00	75 20	400 00
Manchester,.....	1	2	.....	4	7	2	28	00	16 00	.....	16 50	256 41	.....	250 00	.....	60 00
Northfield,.....	.....	2	.....	.....	.....	2	.....	.....	22 00	.....	.....	290 00	.....	.....	.....	.....
Springfield,.....	.....	2	.....	8	8	4	.....	.....	19 00	.....	17 33	188 00	.....	75 00	17 00	.....
Total,.....	9	28	2	42	70	68	24	72	17 67	19 00	15 92	8,620 41	35 00	1,436 00	717 05	1,050 00

TABLE No. III.—continued.

Counties and Towns.	JULY 1897—continued.										Amount raised by tax for teachers wages.	Amount raised by tax for maps, charts and apparatus.	Amount raised by tax for building school houses.	Amount raised by tax for other purposes.	Amount raised for school purposes at annual town meeting.
	No. of Male teachers employed during winter term.	No. of Female teachers employed during winter term.	No. of Male teachers employed during summer term.	No. of Female teachers employed during summer term.	No. of different persons employed in teaching during the year.	No. who have had experience as teachers previous to this year.	Average wages paid Male teachers per month during winter term.	Average wages paid Female teachers per month during winter term.	Average wages paid Male teachers per month during summer term.	Average wages paid Female teachers per month during summer term.					
Seven Mile Creek,.....	3	4	4	7	14	10	\$17 33	\$13 00	.....	\$12 42	\$403 00	.....	.....	\$292 00	\$150 00
Summit,.....	2	3	3	3	6	6	25 00	16 50	.....	13 25	580 00	.....	125 00	150 00	.....
Woneoc,.....	1	3	1	5	9	7	25 00	14 67	22 00	12 80	290 19	.....	46 00	23 00	100 00
Total,.....	31	48	5	72	136	100	25 25	13 98	21 84	13 58	5,805 69	42 75	761 00	1,329 16	990 00
Keweenaw—															
Bristol,.....	2	9	.....	3	18	14	27 00	17 12	.....	13 00	123 50	.....	.....	92 00	200 00
Brighton,.....	4	8	.....	7	9	4	25 00	19 00	.....	13 00	116 00	25 00	340 00	62 00	225 00
Pleasant Prairie,.....	4	7	.....	11	20	12	27 50	19 86	.....	14 82	842 50	.....	.....	169 00	.....
Paris,.....	6	4	1	8	15	8	26 40	20 25	16 00	14 00	466 00	.....	135 00	84 00	.....
Scandal,.....	1	2	.....	3	5	4	26 00	21 00	.....	17 00	100 00	.....	48 00	51 75	.....
.....mers,.....	4	4	1	8	18	15	30 00	21 77	40 00	16 18	785 00	.....	.....	140 25	.....
.....lem,.....	2	7	.....	10	16	13	23 10	18 50	.....	15 30	528 00	.....	500 00	73 00	250 00
.....eatland,.....	4	2	.....	3	10	5	23 00	16 50	.....	13 70	219 00	.....	.....	89 00	.....
.....osha,.....	8	11	2	11	19	19	65 00	22 50	65 00	22 50	4,800 00	.....	.....	1,625 00	2,650 00
Total,.....	29	49	4	69	130	84	30 33	19 61	40 33	15 39	7,480 00	25 00	1,028 00	2,886 00	3,825 00

TABLE No. III—continued.

Counties and Towns.	No. of Male teachers employed during winter term.		No. of Female teachers employed during winter term.		No. of Male teachers employed during summer term.		No. of Female teachers employed during summer term.		No. who have had experience as teachers previous to this year.		Average wages paid Male teachers per month during winter term.		Average wages paid Female teachers per month during winter term.		Average wages paid Male teachers per month during summer term.		Average wages paid Female teachers per month during summer term.		Amount raised by tax for teachers wages.		Amount raised by tax for maps, charts and apparatus.		Amount raised by tax for building school houses.		Amount raised by tax for other purposes.		Amount raised for school purposes at annual town meeting.	
	No. of Male teachers employed during winter term.	No. of Female teachers employed during winter term.	No. of Male teachers employed during summer term.	No. of Female teachers employed during summer term.	No. who have had experience as teachers previous to this year.	Average wages paid Male teachers per month during winter term.	Average wages paid Female teachers per month during winter term.	Average wages paid Male teachers per month during summer term.	Average wages paid Female teachers per month during summer term.	No. who have had experience as teachers previous to this year.	Average wages paid Male teachers per month during winter term.	Average wages paid Female teachers per month during winter term.	Average wages paid Male teachers per month during summer term.	Average wages paid Female teachers per month during summer term.	Amount raised by tax for teachers wages.	Amount raised by tax for maps, charts and apparatus.	Amount raised by tax for building school houses.	Amount raised by tax for other purposes.	Amount raised for school purposes at annual town meeting.									
LA FAYETTE—continued.																												
Gratiot,.....	2	4	.....	8	13	9 \$25 00	\$15 20	.....	13 00	\$676 00	.....	\$425 00	\$223 25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kendall,.....	4	.....	.....	6	9	9 27 75	.....	.....	18 00	450 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Monticello,.....	3	1	.....	4	9	8 26 00	20 00	.....	17 50	174 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Diggings,.....	8	4	1	4	6	4	.....	.....	19 33	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Shullsburg,.....	8	4	1	7	12	11 35 83	18 25	45 00	19 46	850 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wayne,.....	1	7	.....	8	15	9 18 00	14 00	.....	12 85	280 00	.....	200 00	80 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
White Oak Springs,.....	.....	1	.....	2	3	.....	16 00	.....	16 50	158 33	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Willow Springs,.....	5	2	.....	3	12	5 21 00	20 00	.....	14 80	465 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wota,.....	4	8	.....	3	19	17 21 50	16 00	.....	14 12	692 00	\$27 50	147 50	55 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total,.....	43	44	3	91	170	133	23 40	17 57	30 25	6,584 13	47 50	1,552 50	1,207 15	85 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
LA POINTE—																												
Payfield,.....	1	.....	1	.....	1	8 33 00	.....	33 00	.....	522 71	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total,.....	1	.....	1	.....	1	8 33 00	.....	33 00	.....	522 71	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

MAYTOWOC—

Cato,	8	8	10	21	16	25 00	15 00	.....	16 30	.....	522 00	.....	33 00	63 00	.....
Coopers town,	8	.....	8	2	6	6 23 33	.....	.....	24 33	15 50	284 00	.....	.....	27 53	.....
Centerville,	4	1	1	3	7	6 25 00	20 00	.....	24 00	20 00	125 00	13 00	.....	15 00	.....
Eaton,	2	1	4	7	3	20 00	.....	.....	20 00	13 67	110 50	.....	.....	.....	.....
Franklin,	1	5	1	6	12	11 25 00	14 60	25 00	15 67	676 00	.....	.....	150 00	52 00	.....
Gibson,	1	5	1	6	10	8 25 00	15 40	25 00	15 08	676 00	.....	.....	20 00	19 50	100 00
Kossuth,	2	8	2	8	6	6 25 50	19 33	25 50	18 66	529 33	.....	.....	.....	123 13	.....
Liberty,	3	1	.....	1	5	5 24 00	13 00	.....	16 00	264 00	.....	.....	.....	34 86	.....
Manitowoc,	4	7	4	6	15	15 43 33	23 00	40 00	23 00	8,220 00	20 00	.....	200 00	140 00	.....
Michigan,	4	1	2	9	9	9 27 00	18 00	19 00	19 00	619 00	.....	.....	30 00	70 00	.....
Maple Grove,	1	8	1	1	4	2 23 00	14 50	.....	14 00	180 00	.....	.....	66 00	.....	.....
Manitowoc Rapids,	2	4	.....	6	11	9 30 00	16 50	30 00	17 75	580 00	.....	.....	.....	35 00	.....
Meeme,	2	8	.....	4	8	6 25 00	16 67	.....	16 00	475 49	.....	.....	.....	19 75	.....
Newton,	1	.....	.....	.....	.....	4 25 20	.....	.....	.....	285 07	.....	.....	.....	.....	25 45
Rockland,	1	1	1	3	2	29 00	13 00	.....	15 50	51 00	.....	.....	.....	.....	.....
Schleswig,	2	4	2	1	6	5 25 00	19 25	23 50	20 00	390 00	21 00	.....	.....	66 00	.....
Two Creeks, .....	.....	1	.....	1	2	2 00	.....	20 00	12 00	95 00	.....	.....	.....	7 50	.....
Two Rivers,	3	7	2	6	14	13 36 66	22 50	40 00	22 50	1,200 00	20 00	150 00	200 00	178 00	200 00
Total,	48	54	21	61	146	125	26 35	17 38	26 94	17 09	10,131 99	74 00	649 00	851 33	325 45

MARATHON—

Berlin,	7	1	.....	8	.....	17 37	15 00	.....	.....	.....	210 00	.....	.....	51 00	308 36
Easton, .....	.....	1	.....	1	2	2	20 00	.....	.....	23 00	45 00	.....	100 00	80 00	.....
Jenny, .....	.....	.....	1	1	1	.....	.....	.....	.....	23 00	400 00	.....	.....	.....	.....
Knowlton,	2	2	2	2	8	.....	15 87	.....	15 87	350 00	.....	.....	.....	43 00	.....
Marathon,	2	2	1	4	2	21 00	26 00	24 00	.....	595 00	60 00	627 50	500 00	163 00	.....
Mosinee,	2	2	2	4	8	.....	20 00	.....	18 00	175 00	50 00	500 00	.....	75 00	.....
Stettin,	2	.....	.....	.....	.....	2 22 50	.....	.....	.....	50 00	.....	.....	.....	10 00	.....
Texas,	1	1	.....	1	3	1 20 00	20 00	.....	20 00	150 00	.....	.....	.....	81 00	.....
Wausau, .....	.....	.....	4	4	4	.....	.....	.....	19 75	185 00	.....	.....	.....	.....	500 00
Wausau Village,	1	1	1	1	3	3 50 00	23 00	50 00	22 00	400 00	.....	.....	.....	75 00	.....
Wisconsin, .....	.....	.....	1	1	1	.....	.....	.....	18 00	100 00	.....	.....	.....	.....	100 00
Total,	13	10	2	18	82	22	26 17	20 41	37 00	19 95	2,660 00	60 00	1,227 50	678 00	908 36

TABLE No. III.—continued.

Counties and Towns	MARQUETTE—										Amount raised by tax for teachers wages.	Amount raised by tax for maps, charts and apparatus.	Amount raised by tax for building school houses.	Amount raised by tax for other purposes.	Amount raised for school purposes at annual town meeting.
	No. of Male teachers employed during winter term.	No. of Female teachers employed during winter term.	No. of Male teachers employed during summer term.	No. of different persons employed in teaching during the year.	No. who have had experience as teachers previous to this year.	Average wages paid Male teachers per month during winter term.	Average wages paid Female teachers per month during winter term.	Average wages paid Male teachers per month during summer term.	Average wages paid Female teachers per month during summer term.						
Buffalo.....	2	6	6	14	13	20 00	17 00	17 00	13 14	514 46	.....	.....	150 00	52 25	.....
Crystal Lake.....	2	1	1	5	8	19 00	18 00	14 00	16 00	147 00	.....	.....	.....	26 00	.....
Douglas.....	1	4	5	10	8	20 00	18 64	.....	11 80	287 00	.....	.....	.....	22 50	100 00
Harris.....	2	1	2	6	6	24 00	14 00	.....	16 00	355 00	.....	.....	.....	.....	.....
Moundville.....	2	1	3	6	5	23 50	12 00	.....	12 00	155 00	22 08	.....	.....	9 60	.....
Mecan.....	1	.....	1	1	1	25 00	.....	25 00	.....	80 00	.....	.....	.....	.....	.....
Montello.....	1	4	1	8	9	18 00	17 83	37 50	17 33	580 00	.....	.....	200 00	100 00	.....
Neshkora.....	.....	2	.....	4	4	.....	16 00	.....	15 00	124 00	.....	.....	.....	23 00	.....
Newton.....	.....	6	1	10	6	.....	14 00	14 00	13 25	206 00	.....	.....	.....	12 62	.....
Oxford.....	1	2	.....	4	6	27 00	18 00	.....	14 00	162 00	.....	.....	.....	25 00	.....
Packwaukee.....	1	8	.....	6	9	28 00	14 67	.....	12 34	274 00	.....	88 00	.....	22 89	.....
Shields.....	1	2	.....	3	4	20 00	16 00	.....	15 33	283 00	.....	.....	.....	31 75	.....
Springfield.....	1	1	.....	3	6	18 00	18 00	.....	12 33	157 20	.....	22 28	.....	25 00	.....
Westfield.....	2	1	1	7	7	21 00	17 50	20 00	15 66	458 00	.....	.....	.....	54 75	.....
Total.....	17	33	5	95	80	21 96	16 27	22 10	14 16	8,782 78	22 08	460 27	.....	405 86	100 00

MILWAUKEE—District No. 1.

Wauwatosa—District No. 1.																				
Franklin.....	6	1	1	8	10	6	24	83	15	00	25	00	100	00	25	00				
Greenfield.....	8	4	.....	9	19	15	24	88	16	75	.....	129	88	400	00			
Kato.....	2	6	.....	6	12	8	28	50	19	80	.....	95	00	800	00			
Oak Creek.....	1	9	1	7	15	13	25	00	18	65	25	00	295	00	117	55				
Wauwatosa.....	8	7	12	24	22	28	00	19	04	860	50	14	00	126	12			
Total.....	25	27	2	37	80	64	26	14	17	85	25	00	1,470	55	46	00	493	55	1,600	00

MILWAUKEE—District No. 2.

Granville,.....	7	3	1	7	18	12	25	00	18	00	24	00	14	50	.....	445	89	.....	84	17	.....
Milwaukee,.....	5	4	4	1	12	7	26	67	19	00	24	75	20	00	.....	908	85	.....	159	78	.....
Milwaukee City,.....	14	57	14	57	78	66	59	19	23	88	59	19	23	88	.....	671	29	.....	9,893	40	.....
Total,.....	26	64	19	65	108	85	36	95	20	29	35	98	19	46	1,855	54	243	90	8,993	40

MONROE—

Adrian.....	2	1	.....	2	4	3	28	00	.....	.....	.....	16	00	.....	220	00	6	00	18	00	.....	150	00
Angelo.....	2	2	.....	2	8	5	24	87	14	00	.....	14	00	.....	175	00	.....	.....	.....	.....	19	68	.....
Clifton.....	.....	1	.....	1	2	2	.....	.....	15	00	.....	13	00	.....	.....	.....	.....	.....	.....	.....	.....	50	00
Eaton.....	.....	1	.....	1	2	2	.....	.....	20	00	.....	14	00	.....	100	00	.....	.....	.....	.....	.....	100	00
Glendale.....	2	1	.....	3	6	5	28	00	14	00	.....	12	66	.....	80	00	.....	.....	.....	.....	.....	170	00
Greenfield.....	2	1	.....	4	7	6	24	00	14	00	.....	14	25	.....	310	00	.....	.....	.....	.....	.....	11	50
Jefferson.....	.....	3	.....	4	4	4	18	00	.....	.....	.....	13	00	.....	90	00	.....	.....	15	00	.....	175	00
La Fayette.....	.....	3	.....	4	7	7	.....	.....	16	67	.....	13	75	.....	230	00	75	.....	.....	.....	62	80	.....
Leon.....	4	6	4	13	14	2	20	00	12	00	.....	12	00	.....	710	00	.....	.....	.....	.....	28	43	.....
Lincoln.....	1	2	6	9	4	22	00	14	50	14	33	140	00	52	75	200	00
Little Falls.....	.....	4	.....	4	7	7	.....	.....	14	66	.....	13	00	.....	340	00	.....	.....	.....	.....	185	00	.....
Oakdale.....	2	.....	.....	2	4	2	19	00	.....	.....	.....	12	00	.....	125	00	.....	.....	.....	.....	.....	.....	.....
Portland.....	.....	1	.....	4	6	.....	.....	.....	25	00	13	83	.....	.....	297	00	.....	.....	.....	.....	35	68	.....
Ridgeville.....	1	8	5	6	6	28	00	14	83	14	00	220	00	45	00	200	00
St. Charles.....	.....	1	.....	18	23	20	30	00	15	60	60	00	15	00	.....	1,901	00	.....	.....	.....	195	77	.....
St. Louis.....	4	11	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,400	00	.....	.....	.....	.....
St. Paul.....	4	8	6	11	14	25	14	66	275	00	200	00	82	45

TABLE No. III—continued.

Counties and Towns.	No. of Male teachers employed										Amount raised by tax for teaching school houses.										Amount raised by tax for other purposes.										Amount raised for school purposes at annual town meeting.									
	during winter term.	No. of female teachers employed during winter term.	No. of Male teachers employed during summer term.	No. of female teachers employed during summer term.	No. of different persons employed in teaching during the year.	No. who have had experience as teachers previous to this year.	Average wages paid Male teachers per month during winter term.	Average wages paid Female teachers per month during winter term.	Average wages paid Male teachers per month during summer term.	Average wages paid Female teachers per month during summer term.	Amount raised by tax for teachers wages.	Amount raised by tax for maps, charts and apparatus.	Amount raised by tax for building school houses.	Amount raised by tax for other purposes.	Amount raised for school purposes at annual town meeting.																									
MONROE—continued.																																								
Tonah,.....	2	4	1	8	12	12	25 00	16 00	30 00	13 86	746 00	.....	.....	92 00	150 00																							
Wellington,.....	1	2	.....	6	9	7	25 00	12 00	.....	12 88	500 00	.....	80 00	8 50	.....																								
Wilton,.....	2	3	.....	5	10	10	14 00	.....	.....	13 00	167 00	.....	.....	49 95	.....																								
Total,.....	26	54	6	86	146	115	23 27	14 66	45 00	13 64	6,626 00	6 75	1,698 68	984 83	1,025 00																									
OCONTO—																																								
Oconto Village,.....	2	1	2	1	5	5	40 00	20 00	48 50	25 00	600 00	.....	.....	475 00	.....																								
Oconto,.....	.....	2	.....	3	2	.....	18 50	.....	.....	18 00	150 00	.....	.....	77 00	500 00																		
Stiles,.....	1	.....	.....	3	4	5	22 00	.....	.....	20 66	140 00	.....	75 00	43 00	108 18																				
Pensaukee,.....	.....	4	.....	2	5	4	.....	18 50	.....	22 00	400 00	.....	.....	68 50	.....																								
Peshigo,.....	2	.....	1	1	5	5	31 00	.....	88 00	25 00	110 00	20 00	.....	.....	300 00																					
Marinette,.....	2	.....	1	1	4	4	85 00	.....	30 00	30 00	575 00	25 00	1,000 00	.....	.....																							
Total,.....	7	7	4	10	25	23	32 00	19 00	88 16	23 44	1,975 00	55 00	1,075 00	653 50	908 18																									

OUTAGAMIE—

Appleton,	8	5	8	5	12	12	82 00	16 25	82 25	15 75	1,835 00	15 00	280 00	608 72	.....
Buchanan,	2	2	.....	8	6	8	19 00	.....	.....	14 50	190 00	10 00	.....	40 00	.....
Bovina,	1	8	1	4	8	8	28 00	15 00	.....	14 00	400 08	.....	50 00	40 00	.....
Black Creek, .....	.....	.....	.....	1	1	1	.....	.....	.....	12 00	36 00	1 50	.....	8 00	45 00
Center,	2	4	.....	6	11	9	19 00	14 38	.....	14 00	842 00	62 00	.....	55 00	.....
Dale,	2	4	.....	7	18	9	19 00	18 50	.....	11 70	897 00	.....	.....	88 10	.....
Ellington,	1	5	.....	7	13	10	24 00	14 60	.....	13 48	897 70	.....	100 00	48 97	.....
Freedom,	3	8	.....	.....	6	6	20 75	.....	.....	13 38	90 00	.....	.....	16 50	.....
Grand Clute,	2	4	.....	10	15	15	22 50	12 00	.....	12 56	491 34	.....	45 00	104 49	.....
Greenville,	8	7	.....	10	18	14	24 38	14 00	.....	18 06	889 00	.....	.....	14 82	.....
Hortonia,	2	8	.....	6	10	10	29 00	14 67	.....	14 80	400 00	.....	.....	111 26	.....
Kaukauna,	2	4	.....	4	9	8	19 00	14 75	18 00	15 00	505 00	.....	50 00	140 00	.....
Liberty, .....	.....	.....	.....	1	3	8	.....	16 00	.....	16 00	200 00	.....	.....	35 00	.....
Maple Creek, .....	.....	2	1	2	4	3	.....	16 00	.....	14 50	888 00	.....	15 00	102 00	.....
Osborn, .....	.....	3	.....	2	5	5	.....	14 00	.....	10 00	200 00	.....	125 00	22 00	50 00
Total,	23	49	6	66	183	114	23 38	14 59	25 13	18 64	5,769 04	88 50	615 00	1,364 86	95 00

OSHAUKEE—

Belgium,	6	3	2	3	10	8	19 00	19 00	18 50	19 00	17 69	.....	.....	77 39	300 00
Cedarburg,	6	5	1	4	14	13	27 60	17 87	15 00	12 75	135 00	.....	.....	199 00	300 00
Fredonia,	8	2	8	1	12	12	24 00	17 50	22 00	14 00	110 00	1 00	20 00	82 30	800 00
Grafton,	3	2	1	2	7	5	27 83	15 00	25 00	14 50	352 04	10 00	.....	98 29	100 00
Maquon,	18	3	7	8	19	16	24 58	18 38	26 83	17 66	40 00	18 00	.....	181 92	1,674 07
Port Washington,	6	3	8	6	15	12	25 20	21 00	27 83	19 00	718 00	50 00	130 00	250 25	300 00
Saukville,	4	3	2	5	14	11	26 47	18 37	20 00	12 18	204 50	.....	110 00	56 00	200 50
Total,	46	21	19	24	91	77	24 85	18 15	22 09	15 58	1,577 23	79 00	260 00	940 15	3,174 57

PESSEX—

Albany, .....	.....	1	.....	1	1	1	.....	.....	.....	16 00	80 00	.....	.....	.....	25 00
Durand,	1	2	.....	3	6	6	25 00	20 00	.....	28 33	641 00	.....	.....	50 00	.....
Frankfort, .....	.....	1	.....	.....	1	1	.....	25 00	.....	75 00	25 00	.....	.....	.....	.....
Lima, .....	.....	2	.....	3	5	4	.....	15 00	.....	15 33	225 00	.....	.....	63 00	.....
Lincoln,	8	.....	.....	2	5	2	31 00	.....	.....	21 50	185 00	.....	.....	45 00	300 00
Stockholm,	1	.....	.....	1	2	1	20 00	.....	.....	15 00	115 00	.....	.....	165 00	.....

TABLE No. III—continued.

Counties and Towns.	Amount raised by tax for teachers wages.										Amount raised by tax for building school houses.										Amount raised by tax for other purposes.										Amount raised for school purposes at annual town meeting.
	No. of Male teachers employed during winter term.	No. of Female teachers employed during winter term.	No. of Male teachers employed during summer term.	No. of Female teachers employed during summer term.	No. of different persons employed in teaching during the year.	No. who have had experience as teachers previous to this year.	Average wages paid Male teachers per month during winter term.	Average wages paid Female teachers per month during winter term.	Average wages paid Male teachers per month during summer term.	Average wages paid Female teachers per month during summer term.	Amount raised by tax for teachers wages.	Amount raised by tax for maps, charts and apparatus.	Amount raised by tax for building school houses.	Amount raised by tax for other purposes.	Amount raised for school purposes at annual town meeting.																
<i>page 18</i> —continued.																															
Waterville,	1	1	1	1	2	2	18 00	18 00	16 00	16 00	225 00	50 00	15 00																		
Waubeek,	2	1	2	2	5	3	27 00	20 00	10 50	10 50																					
Total,	7	7	13	20	26	20	25 75	19 60	16 81	16 81	1,546 00	50 00	388 00	325 00																	
<i>page 19</i> —																															
Clifton,	5	4	4	6	8	6	21 00	21 00	17 62	17 62	339 00	150 00	68 00																		
Diamond Bluff,	1	1	1	2	2	2	20 00	20 00	18 00	18 00	75 00	3 00																			
El Paso,	1	1	1	2	2	2	20 00	20 00	18 00	18 00	470 00	15 00	50 00																		
Hardland,	1	1	1	2	2	2	26 00	26 00	20 00	20 00	100 00		10 00																		
Isabelle,	2	2	2	4	6	4	16 00	16 00	18 25	18 25	200 00	6 00	73 50																		
Martelle,	2	2	2	4	6	4	25 50	25 50	15 50	15 50	200 00		25 00																		
Oak Grove,	1	1	1	2	2	2	65 00	65 00	55 00	55 00	1,200 00		200 00																		
Prescott,	1	1	1	2	2	2	17 00	17 00	16 87	16 87	270 00	500 00	20 00																		
Perry,	1	1	1	2	2	2	22 67	22 67	23 00	23 00	175 00		25 00																		
Pleasant Valley,	4	4	4	11	11	11	28 50	16 00	35 00	16 80	480 00	6 00	36 50																		
River Falls,	1	1	1	2	2	2	26 00	18 00	17 00	17 00	75 00		25 00																		
Salem,	1	1	1	2	2	2	26 00	18 00	17 00	17 00	75 00		25 00																		

Eagle,.....	2	5	1	2	9	6	28 00	15 80	22 00	18 25	288 00	.....	40 00	.....
Forest,.....	.....	7	.....	8	14	18	.....	16 09	.....	18 25	345 00	.....	40 00	125 00
Henrietta,.....	8	1	1	4	9	7	20 88	15 00	16 00	14 25	265 00	80 00	14 20	100 00	
Ithaca,.....	8	8	.....	7	18	12	18 88	14 88	.....	18 75	407 00	.....	50 00	.....
Marshall,.....	6	.....	.....	2	8	7	28 00	.....	.....	14 00	810 00	.....	76 00	.....
Orion,.....	2	1	.....	1	4	8	25 88	20 00	.....	16 88	155 00	.....	85 00	.....
Richland,.....	5	4	1	5	14	11	25 68	12 25	35 00	18 25	399 00	29 80	114 00	.....
Richwood,.....	4	.....	1	4	9	.....	24 75	.....	22 00	18 50	180 00	.....	59 00	.....
Rockbridge,.....	2	4	.....	5	11	9	21 00	14 50	.....	11 80	267 00	.....	29 00	.....
Sylvan,.....	8	4	.....	4	10	14	16 92	15 25	.....	12 38	250 00	100 00	30 00	44 00
Westford,.....	8	2	.....	2	7	6	25 00	17 50	.....	16 00	440 00	72 00	55 00	50 00
Willow,.....	1	8	.....	5	9	6	20 00	14 00	.....	18 40	295 00	.....	46 00	75 00
Total,.....	41	44	6	64	150	123	22 08	15 44	28 51	18 79	4, 621 00	80 77	252 00	810 55	644 00

Rock—

Avon,	1	6	.....	6	12	9	15 00	14 67	.....	10 83	75 00	.....	76 85	450 84
Beloit,	4	8	.....	7	15	8	21 25	14 88	.....	12 71	344 00	.....	119 00	.....
Bradford,	5	1	.....	9	15	12	27 00	18 00	.....	15 14	491 00	.....	168 00	.....
Center,	5	1	.....	6	11	9	25 35	15 00	.....	18 06	250 00	.....	67 00	.....
Clinton,	5	8	.....	7	18	11	27 80	16 42	.....	14 14	597 00	10 00	701 75	128 65
Fulton,	8	7	.....	10	21	.....	27 00	16 66	.....	14 77	708 00	.....	192 37	.....
Harmony,	8	4	.....	9	16	14	22 00	18 25	.....	14 11	570 12	.....	131 88	.....
Janesville, .....	.....	6	.....	6	11	11	.....	17 66	.....	15 88	580 00	.....	76 50	.....
Johnstown,	8	5	.....	8	18	10	27 38	17 60	.....	15 22	280 00	.....	90 00	.....
Lama,	7	4	.....	10	21	7	22 14	18 25	.....	12 01	758 50	.....	411 45	.....
La Prairie,	8	4	.....	7	14	11	24 50	17 50	.....	16 71	500 90	.....	65 16	.....
Milton,	4	2	.....	7	12	10	24 75	17 50	.....	14 50	198 00	100 00	278 35	.....
Magnolia,	6	1	.....	7	14	13	24 00	17 50	.....	14 48	512 00	.....	68 00	.....
Newark,	6	5	.....	9	18	16	24 25	14 90	.....	18 56	409 00	2 00	149 05	.....
Newmouth,	8	8	.....	7	12	9	28 66	19 00	.....	14 88	485 00	.....	125 65	.....
Plyter,	7	8	.....	8	18	14	28 00	16 66	.....	17 00	854 65	.....	51 35	.....
Pock,	7	4	.....	9	18	14	24 72	17 00	.....	14 88	670 00	.....	219 38	.....
Rock Valley,	6	2	.....	8	16	12	24 58	16 00	.....	18 25	95 00	.....	97 00	.....
Spale,	8	6	.....	9	16	13	22 88	18 75	.....	16 48	598 00	10 00	125 00	.....
Turkey,	2	8	.....	11	20	15	25 00	17 72	.....	18 86	605 50	.....	121 77	.....
Union City,	8	14	3	14	25	24	69 67	24 00	82 88	20 00	8, 531 25	50 00	2, 651 80	.....

Springfield,.....	1	.....	1	2	2	30 00	.....	18 00	135 00	.....	.....	15 00	144 00
Sw Prairie,.....	2	.....	5	7	7	30 00	.....	18 00	695 00	.....	800 00	60 00	.....
Troy,.....	1	2	.....	2	6	26 00	19 00	18 00	160 00	.....	.....	76 00	.....
Warren,.....	1	.....	1	.....	1	26 00	.....	26 00	75 00	.....	.....	20 00	126 00
Total,.....	15	24	6	45	77	65	27 62	20 88	28 60	19 13	6,521 11	16 00	1,570 00

SAYK—													
Baraboo,.....	1	7	.....	9	13	5	28 00	39 33	.....	20 86	1,106 00	.....	5 00
Bear Creek,.....	1	6	.....	8	13	12	.....	14 38	.....	12 50	619 00	.....	187 58
Dellona,.....	2	8	.....	4	8	6	21 25	15 67	.....	13 50	346 00	.....	184 00
Excelsior,.....	1	5	.....	9	12	11	26 00	16 00	.....	13 16	486 00	.....	89 00
Freedom,.....	2	4	.....	5	11	7	24 50	14 37	.....	18 42	391 00	.....	162 00
Franklin,.....	3	3	1	4	8	11	18 67	14 83	16 66	12 75	400 00	.....	152 25
Fairfield,.....	2	4	.....	6	12	7	21 25	16 76	.....	12 00	501 00	.....	27 10
Greenfield,.....	3	4	.....	5	10	6	24 00	16 00	.....	13 20	370 00	.....	20 70
Honey Creek,.....	6	3	3	2	11	10	24 20	16 88	22 00	15 98	395 00	.....	41 00
Ironton,.....	3	3	.....	5	12	10	21 25	13 75	.....	16 81	512 50	.....	116 78
Lavalle,.....	1	4	.....	4	8	7	15 00	14 75	.....	12 75	327 50	.....	37 00
Merrimac,.....	2	4	.....	6	11	7	27 00	18 26	.....	15 16	371 00	.....	43 40
New Buffalo,.....	2	5	2	7	16	10	28 50	13 69	24 00	12 22	459 00	.....	118 00
Prairie du Sac,.....	8	2	8	4	14	10	33 82	17 50	44 25	14 00	871 00	.....	158 54
Reedsburg,.....	2	6	.....	9	15	14	21 75	16 50	.....	14 37	412 00	.....	161 80
Sumpter,.....	4	1	.....	5	10	9	26 50	25 00	.....	14 80	455 00	.....	68 00
Spring Green,.....	5	1	.....	7	18	9	19 66	16 00	.....	14 66	190 00	.....	29 30
Troy,.....	5	1	.....	8	9	8	23 00	17 00	.....	14 88	299 00	.....	112 75
Winfield,.....	1	7	.....	6	14	11	14 00	14 85	.....	12 41	375 00	.....	98 74
Westfield,.....	4	8	.....	6	13	12	21 50	14 25	.....	15 00	319 00	.....	52 71
Washington,.....	3	5	.....	8	16	16	22 00	12 40	.....	11 44	398 00	.....	88 69
Woodland,.....	1	4	1	5	10	9	24 00	13 50	16 00	13 60	401 50	.....	53 50
Total,.....	61	85	10	127	259	206	23 28	16 73	24 58	14 01	10,013 50	5 50	1,614 00

Total,..... 1,987 29 1,275 62

SAYK—													
Shawmon,.....	1	1	.....	2	5	1	30 00	20 00	.....	21 75	277 00	.....	70 00
Richman,.....	1	1	.....	1	1	.....	.....	19 00	.....	18 00	200 00	.....	66 00
Shawmon,.....	2	1	.....	4	4	.....	13 00	.....	.....	14 50	136 00	.....	.....

TABLE No. III—continued.

Counties and Towns.		No. of Male teachers employed during winter term.	No. of Female teachers employed during winter term.	No. of Male teachers employed during summer term.	No. of Female teachers employed during summer term.	No. of different persons employed in teaching during the year.	No. who have had experience as teachers previous to this year.	Average wages paid Male teachers per month during winter term.	Average wages paid Female teachers per month during winter term.	Average wages paid Male teachers per month during summer term.	Average wages paid Female teachers per month during summer term.	Amount raised by tax for teachers wages.	Amount raised by tax for maps, charts and apparatus.	Amount raised by tax for building school houses.	Amount raised by tax for other purposes.	Amount raised for school purposes at annual town meeting.
SHAWANAW—continued.																
Hartland.....	1	1	1	2	2	4	4	\$25 00	\$20 00			\$50 00			\$25 00	\$100 00
Bell Plain.....	1	2	2	4	4	4	4	\$12 00	\$22 50			100 00			75 00	
Pella.....	1	1	1	3	3	3	3	\$27 00	\$22 00			280 00	\$35 00	\$41 00	59 00	
Total.....	4	7	7	19	13	23	23	\$50 50	\$19 90			1,023 00	35 00	116 00	295 00	100 00
SHEBOYGAN—																
Abbott.....	2	6	5	0	10	28	50	14 00	24 50	12 80		100		55	50 04	200
Greenbush.....	4	5	6	13	12	25	50	16 00	15	16 04		647 37			44 63	
Herman.....	3	6	...	9	7	22	75	18 75				119	10 75	20	61 25	200
Holland.....	3	8	10	16	12	23	00	18 61	35	15 40		200 22	7	85 50	178 15	500
Jama.....	4	6	10	20	16	28	25	17 83		13 90		281				300
Lyndon.....	2	9	10	19	16	24	50	16 50	16	15 40		699 50			88 79	
Mosel.....	3	1	4	4	...	25	00		25			96 49			84	
Mitchell.....	4	3	5	6	2	28	00	16 00		13 80		472 72		600	56 52	
Plymouth.....	7	4	9	9	18	27	16	17 25	81	16 31		490	10		87	
Russell.....	1	1	1	4	4	20	00	18 00	18	14		120			8	
Rhine.....	2	5	6	7	8	20	50	17 80		16 60		386	10	170 04	21 80	

Sheboygan,.....	1	3	2	5	5	25	00	18	66	15	00	152	00	1	00	50	00	58	85	.....			
Sheboygan City,.....	2	8	2	12	12	54	00	22	25	54	00	2,000	00	50	00	.....	.....	150	00	2,200	00	
Sheboygan Falls,.....	5	5	1	6	17	21	40	18	75	21	00	11	79	150	00	75	00	300	00		
Sheboygan Falls Village.....	1	4	1	8	7	6	40	00	17	25	40	00	15	83	.....	.....	.....	100	00	.....	.....	
Scott,.....	8	5	.....	8	16	12	24	00	16	80	.....	88	14	.....	.....	300	00	75	00	.....	.....	
Wilson,.....	3	8	1	2	4	4	21	66	18	83	25	00	290	00	7	00	.....	86	86	.....	.....	
Total,.....	50	81	12	95	195	150	26	42	17	04	27	59	15	12	6,242	44	95	75	1,280	54	1,069	89	3,700	00

NEPALEAU—

Areadia,.....	2	.....	1	8	8	.....	20	00	.....	14	00	115	00	.....	.....	33	00	94	79	.....	.....
Aledonia,.....	2	1	.....	3	6	5	25	50	16	00	.....	271	00	12	00	50	00	71	00	.....	.....
Chase,.....	.....	.....	1	1	.....	.....	.....	.....	.....	.....	12	00	.....	.....	.....	150	00	.....	.....	.....	.....
Etchick,.....	.....	.....	3	8	1	.....	.....	.....	.....	.....	16	60	50	00	.....	80	00	.....	.....	.....	.....
Gale,.....	1	3	4	8	5	25	00	18	66	.....	18	75	350	00	.....	.....	.....	85	75	.....	.....
Lincoln,.....	1	.....	3	4	2	.....	.....	16	00	.....	15	83	276	00	.....	112	32	118	00	.....	.....
Preston,.....	1	1	1	2	5	5	25	00	18	00	16	00	225	00	.....	.....	.....	64	78	.....	.....
Sumner,.....	1	.....	2	3	2	20	00	.....	.....	.....	15	00	250	00	.....	.....	.....	10	00	.....	.....
Trempealeau,.....	4	6	2	7	17	12	30	00	16	80	83	50	1,138	95	.....	140	00	462	05	200	00
Total,.....	9	13	8	26	50	35	25	30	17	57	25	75	2,675	95	12	00	565	32	851	37	200	00

VERNON—

Bergen,.....	5	5	.....	.....	.....	13	00	78	44	.....	100	00	.....	.....	91	92				
Christiana,.....	1	2	.....	3	6	5	22	00	17	50	.....	18	65	145	00	25	00			
Clinton,.....	2	1	.....	5	7	4	22	00	16	00	.....	12	00	365	90	100	00			
Coon,.....	1	1	.....	1	1	.....	24	00	24	00	.....	.....	88	00	.....	.....		
Franklin,.....	2	4	.....	7	9	8	19	00	16	83	.....	12	50	233	08	115	79			
Forest,.....	3	4	.....	4	11	8	21	66	18	00	.....	14	50	440	00	.....	22	25		
Greenwood,.....	2	.....	.....	4	6	5	20	00	.....	.....	13	00	205	00	150	00	7	00		
Genoa,.....	.....	1	1	1	8	8	.....	10	00	22	00	18	00	10	00	.....	.....	
Genaburg,.....	3	.....	2	2	2	26	66	.....	.....	.....	15	00	115	00	.....	.....	12	75		
Hillsborough,.....	8	.....	1	4	8	7	25	88	.....	20	00	14	00	295	00	.....	.....	9	50	
Harmony,.....	2	2	.....	5	9	8	25	50	15	50	.....	13	00	.....	.....	.....	15	00	200	00
Harrison,.....	4	1	1	4	10	9	22	22	8	00	80	00	12	41	70	00	290	12	25	75
Jedapoo,.....	5	1	.....	4	11	9	22	50	16	75	11	00	12	80	275	00	.....	10	00	.....
Liberty,.....	1	.....	1	1	2	1	.....	18	00	.....	14	66	75	00	235	00	.....	.....	.....	.....

TABLE No. III—continued.

Counties and Towns.	No. of Male Teachers employed during winter term.		No. of Female Teachers employed during winter term.		No. of Male Teachers employed during summer term.		No. of Female Teachers employed during summer term.		No. who have had experience as teachers previous to this year.		Average wages paid Male Teachers per month during winter term.		Average wages paid Female Teachers per month during summer term.		Amount raised by tax for Teachers' wages.		Amount raised by tax for maps, charts and apparatus.		Amount raised by tax for building school houses.		Amount raised by tax for other purposes.		Amount raised for school purposes at annual town meeting.	
	No. of Male Teachers employed during winter term.	No. of Female Teachers employed during winter term.	No. of Male Teachers employed during summer term.	No. of Female Teachers employed during summer term.	No. who have had experience as teachers previous to this year.	Average wages paid Male Teachers per month during winter term.	Average wages paid Female Teachers per month during summer term.	Average wages paid Male Teachers per month during winter term.	Average wages paid Female Teachers per month during summer term.	Amount raised by tax for Teachers' wages.	Amount raised by tax for maps, charts and apparatus.	Amount raised by tax for building school houses.	Amount raised by tax for other purposes.	Amount raised for school purposes at annual town meeting.										
Vermont—continued.																								
Stark,.....	1	1	3	6	2	\$19 50	\$17 00	.....	.....	\$14 83	\$145 28	\$5 00	\$70 00	.....									
Starling,.....	6	1	8	18	7	19 88	15 00	\$15 00	11 85	405 00	75 00	175 00	188 22	.....									
Union,.....	2	1	1	1	5	21 00	16 00	20 00	12 00	.....	.....	.....	4 90	.....									
Viroqua,.....	6	3	8	21	17	22 00	14 88	30 00	18 56	181 00	.....	218 00	119 00	.....									
Webster,.....	1	1	1	6	8	17 22	20 00	10 00	.....	65 00	.....	.....	25 00	.....									
Wheatland,.....	2	1	4	6	6	28 75	.....	.....	14 50	299 00	.....	.....	.....	.....						
Whitestown,.....	.....	.....	1	2	2	.....	15 00	.....	12 00	80 00	.....	.....	15 00	\$75 00				
Total,.....	45	25	9	78	148	117	21 88	16 15	20 22	13 80	3,635 62	1,413 91	637 88	386 92										
WALWORTH—																								
Bloomfield,.....	1	6	7	14	18	30 00	17 20	.....	15 71	450 52	.....	20 00	53 48	.....									
Darien,.....	8	2	10	21	16	29 17	15 00	.....	11 22	1,007 00	28 50	143 00	419 00	.....									
Delavan,.....	8	8	1	10	14	32 25	16 00	50 00	18 38	1,260 06	.....	.....	381 00	.....									
East Troy,.....	8	7	2	6	18	31 71	17 40	82 00	16 08	902 00	.....	.....	215 96	.....									
Elkhorn,.....	1	8	1	5	5	50 00	19 88	50 00	19 88	1,000 00	.....	.....	100 00	.....									
Genoa,.....	7	4	1	11	16	24 00	16 25	44 00	11 64	813 00	.....	700 00	458 98	.....									
Hudson,.....	3	8	9	20	16	22 00	17 07	.....	12 77	620 04	.....	.....	210 48	.....									

La Fayette,.....	5	5	10	20	17	23	00	14	00	.....	11	60	541	00	.....	183	00	.....				
La Grange,.....	6	4	8	18	16	29	08	17	26	.....	15	31	693	00	75	185	75	.....				
Linn,.....	8	3	7	18	8	27	00	17	50	.....	12	28	333	00	6	82	00	.....				
Richmond,.....	2	6	8	18	7	21	00	17	08	.....	13	25	608	00	8	83	00	.....				
Sharon,.....	9	3	1	11	21	15	27	39	18	00	40	00	1,209	00	.....	312	00	.....				
Spring Prairie,.....	7	4	10	20	14	26	14	15	33	.....	14	10	878	00	.....	43	77	.....				
Sugar Creek,.....	1	5	6	12	9	20	00	16	80	.....	13	00	257	00	.....	53	88	.....				
Troy,.....	4	4	7	18	10	25	50	18	13	.....	13	00	611	00	.....	100	57	.....				
Walworth,.....	5	3	9	16	18	26	20	14	00	.....	14	00	565	00	.....	178	46	.....				
Whitewater,.....	4	8	1	11	17	15	34	25	16	00	60	00	1,490	00	15	375	16	.....				
Total,.....	72	88	7	148	270	218	28	16	16	61	46	00	13	82	13,237	62	45	25	871	00	3,386	42

WASHINGTON—

Addison,.....	8	1	2	3	11	10	25	00	13	00	22	50	13	00	120	00	.....	.....	55	00	400	00	.....	
Barton,.....	5	1	.....	3	7	7	26	00	15	00	25	20	15	00	300	00	.....	.....	124	80	200	00	.....	
Erin,.....	6	.....	1	3	10	8	22	40	.....	15	00	12	33	94	00	.....	.....	42	00	.....	.....	.....
Farmington,.....	8	2	.....	5	15	8	24	15	16	50	17	50	13	00	200	58	3	00	40	00	119	34	.....	
Germanatown,.....	0	2	1	12	10	26	43	18	50	15	00	60	00	480	00	15	00	300	00	
Hartford,.....	3	8	.....	11	19	16	30	83	17	00	.....	13	45	710	00	.....	.....	223	25	188	16	.....	.....
Jackson,.....	7	3	1	5	13	13	21	50	16	00	.....	12	20	155	00	2	00	86	00	200	00	.....	.....
Kewaskum,.....	2	3	.....	4	9	10	21	33	14	83	.....	12	50	90	00	1	75	33	00	100	00	.....	.....
Polk,.....	11	1	3	4	17	17	23	33	14	00	20	00	12	50	114	00	100	00	79	00	400	00	
Richfield,.....	7	2	2	5	11	9	21	90	18	00	10	00	9	50	55	00	8	00	47	00	70	00	150	00
Trenton,.....	4	5	.....	6	14	21	23	75	14	77	.....	13	00	.....	.....	.....	.....	52	40	200	00	.....	.....
Wayne,.....	4	3	.....	2	9	17	23	62	16	33	.....	14	00	50	00	.....	.....	87	50	43	00	.....	.....
West Bend,.....	3	4	1	4	8	7	21	50	16	38	30	00	14	50	290	00	837	50	150	00	
Total,.....	78	35	10	56	155	153	23	98	15	82	20	03	13	08	2,238	58	14	75	977	75	1,245	20	2,100	00

WAUKESHA—

Brookfield,.....	5	4	.....	9	16	13	25	60	16	75	.....	13	18	645	00	.....	75	62	.....
Delaheld,.....	2	6	.....	5	10	8	25	00	17	40	.....	15	12	725	00	.....	8	00	.....
Eagle,.....	2	5	1	5	10	8	40	00	18	80	50	00	15	50	1,073	00	.....	107	00
Geneseo,.....	3	5	1	6	14	13	26	25	18	00	28	00	14	27	874	00	.....	105	08
Lisbon,.....	3	4	.....	7	12	11	29	33	18	75	.....	14	71	675	00	.....	289	25	.....
Menomonee,.....	5	5	1	7	10	9	28	80	16	80	22	00	14	00	745	00	.....	20	00

Helvetia,.....	1	2	3	2	13 00	17 50	14 00	100 00	4 00	30 00	.....
Iola,.....	1	2	4	6	4 22 00	21 00	16 62	206 00	15 00	50 00	.....
Larrabee,.....	.....	1	1	1	.....	16 38	.....	200 00	.....	.....	60 00
Lebanon,.....	.....	4	6	6	.....	17 83	15 16	820 00	.....	.....	58 25
Lead,.....	2	6	18	8	19 00	17 83	14 41	501 50	5 00	.....	71 40
Little Wolf,.....	1	4	5	4	25 00	15 37	17 48	432 00	.....	.....	33 76
Matteson,.....	1	1	2	2	20 00	20 00	.....	125 00	.....	300 00	5 00
Mukwa,.....	4	2	1	10	26 25	14 00	25 00	650 00	.....	.....	180 00
Royalton,.....	2	8	4	9	6 22 75	15 50	17 44	594 00	.....	.....	59 36
Scandinavia,.....	8	4	1	10	17 75	16 25	20 00	18 25	.....	.....	16 00
St. Lawrence,.....	3	1	1	2	21 50	16 00	16 00	28 00	2 00	400 00	50 00
Union,.....	4	4	3	5	17 00	17 00	26 66	400 00	.....	25 00	50 00
Waupaca,.....	4	3	1	6	28 38	14 68	40 00	18 20	660 00	200 00	125 40
Weyauvega,.....	3	5	2	14	28 83	16 90	29 75	10 50	590 00	.....	69 20
Total,.....	35	49	8	63	184	108	22 21	16 53	25 29	16 49	6,286 50
											1,050 00
											890 37
											1,850 00

WAUSHARA—

Aurora,.....	1	5	6	11	8	28 00	12 63	13 42	85 00	.....	18 00	200 00
Bloomfield,.....	2	3	4	7	6	24 00	14 00	18 00	176 00	.....	13 00	.....
Coloma,.....	2	3	4	6	5	21 00	12 00	18 25	175 00	.....	25 00	100 00
Dakota,.....	2	1	3	5	5	18 50	8 00	10 66	108 89	.....	46 86	.....
Deerfield,.....	1	1	2	5	5	22 00	13 00	12 00	70 00	.....	6 60	114 00
Hancock,.....	3	3	5	8	6	.....	13 10	18 40	222 00	.....	15 00	.....
Leon,.....	1	7	8	15	15	30 00	18 75	11 38	295 00	.....	74 69	.....
Marion,.....	2	4	1	7	7	18 00	12 50	18 00	202 00	.....	26 00	.....
Mt. Morris,.....	.....	4	7	9	8	.....	.....	11 92	26 00	.....	24 00	.....
Oasis,.....	2	.....	5	7	5	22 75	17 00	12 20	168 00	.....	25 00	.....
Plainfield,.....	3	3	5	11	8	18 50	14 79	13 25	445 00	.....	24 00	.....
Poyssippi,.....	3	8	8	6	6	.....	.....	18 00	244 00	.....	20 00	.....
Rose,.....	1	1	1	1	1	.....	12 00	18 50	.....	.....	25 70	80 00
Richford,.....	1	3	1	7	5	25 00	15 00	14 00	149 00	.....	14 00	.....
Springwater,.....	2	2	3	6	4	21 00	17 67	14 00	30 00	.....	25 00	100 00
Steville,.....	3	3	6	12	8	14 67	18 00	18 42	822 00	.....	21 00	.....
Watson,.....	1	2	1	5	5	85 00	13 75	80 00	710 00	.....	25 00	.....

TABLE No. III—continued.

Counties and Towns.	No. of Male teachers employed during winter term.										Amount raised by tax for teachers wages.										Amount raised by tax for maps, charts and apparatus.										Amount raised by tax for building school houses.										Amount raised by tax for other purposes.										Amount raised for school purposes at annual town meeting.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
	No. of Male teachers employed during winter term.	No. of Female teachers employed during winter term.	No. of Male teachers employed during summer term.	No. of Female teachers employed during summer term.	No. of different persons employed in teaching during the year.	No. who have had experience as teachers previous to this year.	Average wages paid Male teachers per month during winter term.	Average wages paid Female teachers per month during winter term.	Average wages paid Male teachers per month during summer term.	Average wages paid Female teachers per month during summer term.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													

Vinland,	4	2	6	11	7	22 00	18 50	14 17	90 00	22 50	150 00
Winchester,	2	4	2	7	6	18 50	16 43	13 50	148 25	3 75	58 84
Wolf River,	8	2	1	4	8	21 00	15 50	16 25	250 00	262 00	16 75
Winneconne,	8	2	1	4	4	26 67	21 00	22 00	61 67	84 00	200 00
Total,	45	77	9	106	192	162	28 85	17 18	10,796 07	1,357 81	400 00
Wood—											
Centralia,	1	1	1	1	3	40 00	22 00	22 00	500 00	20 00	175 00
Dexter,	1	1	1	2	2	30 00	20 00	20 00	100 00	100 00	1,070 00
Grand Rapids,	1	3	1	4	5	26 00	20 00	50 00	1,302 00	700 00	855 00
Rudolph,	1	3	3	6	6	18 67	22 00	19 83	480 00	282 00	70 00
Springfield,	1	1	1	3	2	30 00	22 00	22 00	100 00	85 00	26 50
Saratoga,	2	2	2	3	4	15 00	15 00	15 50	300 00	300 00	150 00
Sigel,	1	1	1	1	2	22 00	22 00	20 00	300 00	150 00	150 00
Saneca,	1	1	1	2	2	30 98	20 20	45 00	3,724 00	105 00	1,996 50
Total,	5	11	2	14	28	22	30 98	19 44	8,724 00	300 00	1,996 50

TABLE NO. III.—RECAPITULATION.

Names of Counties.	No. of Male Teachers employed during winter term.		No. of Female Teachers employed during winter term.		No. of Male Teachers employed during summer term.		No. of Female Teachers employed during summer term.		No. who have had experience as teachers previous to this year.		Average wages paid Male teachers per month during winter term.		Average wages paid Female teachers per month during winter term.		Average wages paid Male teachers per month during summer term.		Average wages paid Female teachers per month during summer term.		Amount raised by tax for teachers' wages.		Amount raised by tax for maps, charts and apparatus.		Amount raised by tax for building school houses.		Amount raised by tax for other purposes.		Amount raised for school purposes at annual town meeting.	
	No.	during winter term.	No.	during winter term.	No.	during summer term.	No.	during summer term.	No.	teachers previous to this year.	Average wages paid Male teachers per month during winter term.	Average wages paid Female teachers per month during winter term.	Average wages paid Male teachers per month during summer term.	Average wages paid Female teachers per month during summer term.	Amount raised by tax for teachers' wages.	Amount raised by tax for maps, charts and apparatus.	Amount raised by tax for building school houses.	Amount raised by tax for other purposes.	Amount raised for school purposes at annual town meeting.									
Adams,.....	14	42	1	64	117	96	24	28	\$15 51	\$18 00	\$13 38	\$4,834 95	\$10 00	\$105 00	\$722 78	\$213 00												
Ashland,.....	2	1	1	1	3	8	34	17	20 00	35 00	20 00	196 66	.....	.....	100 00	100 00										
Brown,.....	25	85	15	49	101	79	24	56	16 94	25 22	17 39	6,136 43	.....	2,758 46	783 54	1,881 90											
Buffalo,.....	17	13	8	15	42	27	25	68	16 12	24 06	14 24	8,140 00	35 00	.....	720 75	50 00											
Calumet,.....	17	33	8	42	88	69	21	68	15 67	24 00	18 77	8,255 00	7 00	480 00	540 67	443 00												
Chippewa,.....	5	10	3	21	82	26	26	08	18 03	16 91	17 41	2,299 88	30 00	1,118 00	528 00	750 00												
Clark,.....	8	8	1	6	13	10	30	33	23 66	20 00	19 62	1,746 00	.....	320 00	172 00	.....											
Columbia,.....	82	80	7	154	291	228	23	94	16 65	37 16	14 87	11,539 53	8 75	1,780 39	2,620 74	3,552 77												
Crawford,.....	34	33	7	66	124	104	23	57	15 85	20 12	14 72	6,774 89	129 00	500 00	888 40	1,522 29												
Dane,.....	116	127	8	212	415	322	25	62	17 33	27 28	15 09	13,076 08	43 50	4,841 00	8,407 21	10,184 30												
Dodge,.....	87	137	16	189	379	315	28	44	16 64	35 32	14 27	15,992 83	157 50	1,931 00	8,957 46	1 498 10												
Door,.....	7	11	1	19	37	31	25	41	19 48	19 50	19 26	2,489 00	10 00	300 00	1,365 34	300 00												
Douglas,.....	2	.....	.....	2	4	4	19	00	.....	.....	24 00	600 00	.....	.....	.....	.....								
Dunn,.....	8	9	.....	25	37	37	29	04	19 80	.....	17 26	2,260 0	25 00	45 00	384 60	450 00										
Eau Claire,.....	8	12	2	24	40	35	35	88	21 77	50 00	17 77	3,218 00	50	2,855 00	406 70	535 00												
Fond du Lac,.....	79	121	11	170	327	277	29	07	16 83	36 77	14 53	16,665 37	90 00	4,894 00	4,158 46	1,048 48												
Grant,.....	67	108	16	144	287	242	26	91	18 28	23 47	17 25	12,870 24	43 50	13,877 44	2,844 11	267 00												
Green,.....	58	77	11	118	228	170	23	01	15 57	25 00	12 86	7,628 86	48 75	2,515 06	1,455 28	900 00												
Green Lake,.....	85	84	1	64	137	119	23	42	16 97	11 00	14 51	8,000 37	.....	1,900 00	1,151 09	249 00											
Iowa,.....	46	70	10	86	182	188	24	78	18 86	82 93	16 95	8,402 88	23 25	2,798 15	1,884 04	1,480 49												
Jackson,.....	9	28	2	42	70	58	24	78	17 67	19 00	15 92	3,620 41	35 00	1,436 00	717 06	1,050 00												

Jefferson,	44	102	6	123	249	201	29	09	16	14	43	00	14	59	8,540	45	61	00	1,085	00	2,116	44	2,995	50
Juneau,	81	48	5	72	186	100	25	85	18	98	21	84	18	58	6,805	69	42	75	781	00	1,829	16	990	00
Kenosha,	29	49	4	69	180	94	80	83	19	61	40	38	15	89	7,480	00	25	00	1,028	00	2,886	00	8,825	00
Kewaunee,	18	11	11	18	38	84	20	44	18	92	20	86	18	60	2,380	00	.....	.....	864	00	483	00	789	49
La Crosse,	29	81	2	52	107	81	25	92	18	80	28	60	17	99	4,121	68	185	00	798	50	812	15	200	00
La Fayette,	43	44	8	91	170	138	23	40	17	57	80	25	16	25	6,584	13	47	50	1,552	50	1,207	15	85	00
La Pointe,	1	.....	1	.....	1	8	83	00	.....	.....	85	00	.....	.....	5,522	71	.....	.....	.....	.....	100	00	800	00
Manitowoc,	43	54	21	61	146	128	26	85	17	38	26	94	17	09	10,181	99	74	00	649	00	851	38	325	45
Marathon,	13	10	2	13	32	22	26	17	20	41	37	00	19	95	2,660	00	60	00	1,227	50	578	00	908	36
Marquette,	17	83	5	46	95	80	21	96	16	27	22	10	14	16	8,782	73	22	08	460	27	405	36	100	00
Milwaukee,	51	91	21	102	188	149	30	20	18	77	19	74	20	55	2,826	09	6	75	1,698	68	737	40	11,493	00
Monroe,	26	54	6	86	146	116	23	27	14	66	45	00	13	84	6,626	09	4	00	1,071	29	984	83	1,025	00
Oconto,	7	7	4	10	25	23	32	00	19	00	38	16	23	44	1,975	00	55	00	1,075	00	658	50	908	18
Ontonagon,	23	49	6	66	133	114	23	83	14	59	25	18	13	64	5,769	04	88	50	615	00	1,864	86	95	00
Ozaukee,	46	21	19	24	91	77	24	85	18	15	22	09	15	55	1,577	28	79	00	200	00	940	15	3,174	57
Pepin,	7	7	.....	13	26	20	25	75	19	60	.....	.....	.....	.....	1,546	00	.....	.....	50	00	833	00	325	00
Pierce,	11	21	2	38	63	64	31	16	19	18	45	00	18	61	3,859	50	28	20	743	40	624	60	.....	.....
Polk,	6	6	2	15	26	13	32	08	17	25	17	00	18	06	1,588	00	33	00	690	00	851	80	925	00
Portage,	21	87	3	63	105	85	23	60	14	89	23	88	15	97	6,139	50	40	75	1,849	68	1,174	98	225	00
Rock,	23	84	6	90	150	124	32	55	18	63	44	80	16	24	11,020	21	17	00	994	00	2,209	56	1,580	50
Richland,	41	44	6	64	150	123	22	08	15	44	23	50	13	79	4,621	00	80	77	252	00	810	55	644	00
Rock,	86	109	4	193	359	207	23	63	17	75	91	17	15	85	18,840	92	72	00	986	75	6,120	71	450	84
St. Croix,	15	24	6	45	77	65	27	62	20	88	28	60	19	18	6,521	11	16	00	1,570	00	747	50	566	71
St. Croix,	61	85	10	127	259	206	23	28	16	73	24	58	14	01	10,013	50	5	50	1,614	00	1,937	29	1,275	62
Shawano,	4	7	1	7	19	15	23	50	19	90	.....	.....	.....	.....	1,023	00	85	00	116	00	295	00	100	00
Sheboygan,	50	81	12	95	196	150	25	42	17	04	27	69	15	12	6,242	44	95	75	1,280	54	1,069	89	3,700	00
Sturgeon,	9	18	3	26	51	35	25	39	17	57	25	75	15	86	2,675	95	12	00	585	82	851	37	300	00
Trempealeau,	45	25	9	73	148	117	21	88	16	15	20	22	18	80	3,685	82	.....	.....	1,418	91	637	88	366	92
Vernon,	72	83	7	143	270	218	28	16	16	01	46	00	13	82	13,237	62	45	25	871	00	3,836	42	.....	.....
Walworth,	78	85	10	66	155	153	23	98	15	82	20	03	13	08	2,288	58	14	75	977	75	1,245	20	2,100	00
Waukesha,	43	91	9	115	218	190	28	54	18	48	32	06	14	91	12,709	99	.....	.....	1,848	48	2,706	13	.....	.....
Waupaca,	35	49	8	63	184	108	22	21	16	53	25	29	16	49	6,286	50	236	00	1,080	00	890	37	1,850	00
Waushara,	24	49	4	80	141	116	22	95	18	81	17	56	12	58	8,712	86	.....	.....	1,150	00	523	65	544	00
Winnebago,	45	77	9	106	192	162	28	85	17	18	37	12	15	44	10,796	07	217	75	1,857	31	1,512	70	400	00
Wood,	5	11	2	14	28	22	30	93	20	20	45	00	19	44	8,724	00	105	00	800	00	1,996	50	.....	.....
Total,	1812	2581	853	3765	7408	5976	26	56	17	62	80	04	16	27	384,446	862,446	75	73,882	14,67,898	47

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ASHLAND—									
La Pointe,	1	1	1	800 00	800 00	800 00	M'Guffey	M'Guffey Davies,	Monteith,
Bayport,	1	1	1	1,000 00	1,000 00	1,000 00	Welsh,	M'Guffey Ray & E. Cor. & M.	
Total,	1	1	1	300 00	1,000 00	1,800 00	M'Guffey	M'Guffey Davies,	Monteith,
BROWS—									
Bellevue,	2	2	1	75 00	80 00	155 00	M'Guffey	M'Guffey Ray, .....	.....
Depere,	1	4	2	40 00	200 00	464 00	do	do	Cornell,
Depere Village,	1	1	1	3,500 00	3,500 00	do	do	do	Pinneo,
Eaton,	1	1	1	192 00	200 00	392 00	Webster,	do	do
Fort Howard,	2	2	2	400 00	400 00	800 00	M'Guffey	do	do
Glenmore,	4	4	4	25 00	100 00	285 00	do	do	do
Green Bay,	1	1	1	.....	.....	.....	do	do	do
Green Bay City,	8	8	2	300 00	3,500 00	5,000 00	do	do	do
Holland,	1	2	4	50 00	100 00	270 00	do	do	do
Howard,	8	1	3	20 00	80 00	340 00	do	do	do
Humboldt,	2	1	8	25 00	300 00	525 00	Webster,	do	do
Lawrence,	8	8	5	104 00	150 00	514 00	M'Guffey	do	do
Morrison,	5	5	5	.....	.....	.....	do	Sanders,	do
New Denmark,	1	8	4	50 00	100 00	350 00	do	M'Guffey	do
Pittsfield,	2	2	2	160 00	200 00	360 00	Sanders,	do	do
Preble,	1	1	1	.....	.....	15 00	M'G & S. M'Guffey	do	do
Rockland,	6	4	4	40 00	125 00	410 00	M'Guffey	do	do
Scott,	1	6	4	.....	.....	840 00	Webster,	do	do
Suamico,	1	8	1	50 00	200 00	400 00	M'Guffey	do	do
Wrightstown,	4	4	8	50 00	400 00	500 00	do	M'G & S.	do
Total,	19	25	52	4840	20 1	15180 00	M'Guffey	M'Guffey Ray,	Cornell,
BUFFALO—									
Aime,	2	4	2	100 00	300 00	650 00	M'Guffey	M'Guffey Davies,	Mitchell,
Aridere,	2	2	1	150 00	200 00	850 00	do	do	do
Bellevue City,	1	1	1	.....	.....	800 00	do	do	do
Buffalo,	1	1	1	150 00	1,500 00	1,650 00	do	do	do
Buffalo,	1	2	1	100 00	300 00	700 00	do	do	do
Buffalo,	1	1	1	150 00	150 00	300 00	Sanders,	do	do
Clark,	2	2	2	150 00	150 00	300 00	do	do	do

TABLE No. IV—continued.

Counties and Towns.	School Houses without Black-boards.	School Houses without Outline Maps.	School House Sites less than one acre.	Sites uninclosed.	Log School Houses.	Frame School Houses.	Brick School Houses.	Stone School Houses.	Lowest valuation of school House.	Highest valuation of school House.	Total valuation of School Houses.	Kinds of Books used in School.				Grammars.
												Spellers.	Readers.	Arithmetics.	Geographies.	
BUFFALO—continued.																
Gilmanton,.....					1				\$200 00	\$200 00	\$200 00	National.	National.	Davies,...		
Glencoe,.....		1	1						300 00	300 00	300 00					
Modena,.....							1		23 00	400 00	733 00					
Maxville,.....									50 00	500 00	975 00	Sanders.	Sanders.	Thomp.	Mitchell.	Brown,...
Naples,.....			2	5			1		200 00	300 00	750 00	do.	do.			
Nelson,.....			3		3				50 00	120 00	320 00	M'Guffey	National.	Ray,.....	Colton,...	Clark,...
Waumandee,.....	1	4			3		1									
Total,.....	3	13	12	15	17	7	1	1	23 00	1,500 00	2,298 00	M'Guffey	M'Guffey	Ray,.....	Mitchell.	Pinneo,...
CALUMNET —																
Brillion,.....	3	2	2	3	1		2		50 00	400 00	800 00	M'Guffey	M'Guffey	Davies,...	McNally.	Clark,...
Brothertown,.....	3	9	8	9	5		4		10 00	300 00	355 00	Sanders.	Sanders.	Thomp.	Cornell.	do.
Charlestown,.....	6	6	6	6	8				5 00	350 00	810 00	do.	do.	do.	do.	do.
Chilton,.....	2	7	6	7	3		5		50 00	300 00	1,285 00	do.	do.	do.	do.	do.
Harrison,.....	1	11	8	9	10				40 00	350 00	1,350 00	M'Guffey	M'Guffey	Davies,...	Mitchell.	do.
New Holstein,.....			2	2	2		1		50 00	409 00	745 00	do.	do.	do.	do.	do.
Kantoul,.....	1	2	2	3	3				15 00	90 00	120 00	Sanders.	Sanders.	Thomp.	Cornell.	do.
Stockbridge,.....	2	6	4	5	4		1		50	100 00	135 00	do.	do.	do.	do.	do.
Woodville,.....		4	8	3	3		1		100 00	300 00	815 00	do.	M'Guffey	Ray,.....	Mitchell.	Pinneo,...
Total,.....	10	50	43	47	34	19	1	1	50	400 00	7,015 00	Sanders.	Sanders.	Thomp.	Cornell.	Clark,...

[illegible]

	8	4	4	3	1	50 00	200 00	500 00	National, P & Wat. Davies ..	Monteith Cl & Sm..
Clark—										
Weston.....	8	8	8	8	1	50 00	200 00	500 00	National, P & Wat. Davies ..	Monteith Cl & Sm..
Lynn.....	8	8	8	8	1	50 00	200 00	500 00	do.....	do.....
Fine Valley.....	2	2	2	1	2	87 00	250 00	537 00	do.....	do.....
Levis.....										
Total.....	8	0	9	8	7	50 00	250 00	1,327 00	National, P & Wat. Davies ..	Monteith Cl & Sm..

Locality	4	8	4	4	4	35 00	500 00	1,235 00	Sanders..	Thomp..	Cornell..	Pineco..
Arlington,.....	4	8	4	4	4	15 00	380 00	1,265 00	do	Th & Ray	do	do
Caledonia,.....	2	6	7	6	2	5 00	5,000 00	1,700 00	do	Thomp..	do	Clark
Columbus,.....	6	7	7	7	2	200 00	1,800 00	2,975 00	do	do	do	do
Courtland,.....	1	4	8	7	8	15 00	400 00	1,565 00	do	Th & Ray	do	Wells
Dorran,.....	1	1	9	2	7	90 00	500 00	2,240 00	do	do	do	do
Fort Winnebago,.....	4	4	5	1	9	150 00	500 00	1,350 00	do	Thomp..	do	Brown
Fountain Prairie,.....	6	6	6	6	7	85 00	350 00	1,465 00	do	do	do	Clark
Hamden,.....	6	6	6	1	4	20 00	300 00	720 00	do	do	do	Pineco
Leeds,.....	1	6	10	4	6	40 00	250 00	1,215 00	do	Ray	Colton	do
Lewiston,.....	11	7	9	9	9	100 00	500 00	2,430 00	do	Thomp..	Cornell	Wells
Lodi,.....	8	6	7	8	8	200 00	800 00	1,740 00	do	do	do	do
Lowville,.....	6	6	1	1	5	30	500 00	2,250 00	do	do	do	do
Marcellon,.....	4	5	4	8	1	10 00	1,000 00	1,825 00	do	Robins'n	do	Clark
Marport,.....	6	5	5	5	6	25 00	350 00	880 00	do	Thomp..	do	do
Neago,.....	6	5	5	5	6	100 00	300 00	560 00	do	do	Colton	Wells
Onondaga,.....	8	8	8	8	2	2,000 00	2,000 00	2,000 00	do	Robins'n	do	do
Portage City,.....	8	8	8	8	4	2,000 00	2,000 00	2,000 00	do	Robins'n	do	do

TABLE NO. IV.—*continued.*

Counties and Towns.	School Houses without Blackboards.	School Houses without Outline Maps	School Houses sites less than one acre.	Sites uninclosed.	Log School Houses.	Frame School Houses.	Brick Houses.	Stone Houses.	Lowest valuation of School Houses.	Highest valuation of School Houses.	Total valuation of School Houses.	Kinds of Books used in School.					
												Spellers.	Readers.	Arithmetics.	Geographies.	Grammars.	
<i>COLUMBIA—continued.</i>																	
Randolph,	1	8	8	6	1	7	...	...	\$75 00	\$450 00	1,675 00	Sanders,	Sanders, Thomp,	Colton,	Clark,	Clark,
Scott, .....	...	5	...	6	1	5	...	...	50 00	300 00	950 00	do,	do,	do,	Cornell,	do,
Springvale, .....	...	...	...	2	1	5	...	...	150 00	600 05	1,700 00	do,	do,	do,	do,	Brown,
West Point, .....	...	9	7	7	1	4	2	...	10 00	500 00	2,244 00	do,	do,	do,	McNally,	Clark,
Wyoena, .....	...	8	7	8	2	6	...	...	20 00	200 00	2,110 00	do,	do,	do,	Cornell,	Wells,
Total,	6	106	113	114	23	114	2	5	306,000	00	41,494 00	Sanders,	Sanders, Thomp,	Thomp,	Cornell,	Cl & Wls	
<i>CRAWFORD—</i>																	
Clayton,	6	12	10	12	10	2	...	...	20 00	300 00	1,475 00	Webster, M'Guffey Ray,	Mitchell, Wells,	Mitchell, Wells,	Wells,	Wells,
Eastman,	8	8	7	8	4	3	1	...	50 00	450 00	1,380 00	M'Guffey,	do,	do,	Mon & M,	Mon & M,	
Freeman,	8	7	7	7	8	4	...	...	30 00	350 00	1,070 00	Webster,	do,	do,	Pinneo,	Pinneo,
Haney,	2	9	4	5	5	1	...	...	5 00	300 00	440 00	do,	do,	do,	Monteith,	do,
Lynxville,	1	2	2	2	...	2	...	...	175 00	200 00	375 00	M'Guffey,	do,	do,	do,	do,
Marietta,	6	6	5	5	4	1	...	...	20 00	150 00	620 00	do,	do,	do,	Cornell,	do,
Prairie du Chien, .....	...	...	...	...	...	1	1	...	300 00	4,000 00	7,950 00	Sanders,	Sanders, Thomp,	Thomp,	McNally, Cl & Pin	Cl & Pin
Seneca,	2	7	6	8	8	5	...	...	75 00	300 00	1,490 00	do,	M'Guffey Ray,	do,	Mitchell, Pinneo,	Pinneo,
Scott,	5	5	4	6	5	1	...	...	6 00	800 00	455 00	M'Guffey,	do,	do,	do,	Kirkham
Utica,	4	10	5	10	6	3	...	...	20 00	300 00	1,210 00	do,	do,	do,	do,	Pinneo,
Wauzeka,	8	6	2	...	8	3	...	...	75 00	250 00	985 00	do,	do,	do,	do,	do,
Total,	34	71	56	66	44	26	5	1	5 00	4,000 00	17,282 00	M'Guffey M'Guffey Ray,	Mitchell,	Pinneo,	Mitchell, Pinneo,	Pinneo,	

Days—East District.

Albion.....	7	5	6	1	5	1	1	150 00	550 00	1, 650 00	Sanders.	M'Guffey Ray.....	Cornell...Kenyon...
Blooming Grove.....	6	6	2	1	5	1	5	25 00	850 00	840 00	do.....	Sanders...do.....	Monteith Green...
Bristol.....	8	8	8	2	4	2	4	10 00	600 00	1, 710 00	do.....	Adams.....	Mitchell Weld....
Burke.....	6	6	4	1	4	1	1	30 00	1, 000 00	3, 180 00	do.....	S. & M'G. Ray.....	Monteith W & Br...
Christiana.....	2	4	5	4	2	3	1	30 00	600 00	2, 563 00	do.....	Sanders.....Thomp.....	
Cottage Grove.....	9	8	1	1	3	1	4	20 00	600 00	1, 820 00	do.....	S. & M'G. Ray.....	Mit & W. Cl Br Wls
Deerfield.....	5	4	5	1	4	1	4	75 00	400 00	1, 225 00	do.....	Sanders.....Ray & Th	Cor & W. Clark...
Dunn.....	8	5	8	1	4	1	1	10 00	400 00	960 00	do.....	Thomp.....	Cornell...Pineo...
Dunkirk.....	7	8	8	8	6	1	1	30 00	3, 000 00	5, 080 00	do.....	Robinson.....	Clark....
Medina.....	5	5	4	1	3	1	1	150 00	500 00	1, 500 00	do.....	Thomp.....	do.....do.....
Pleasant Spring.....	1	3	4	4	1	3	1	60 00	400 00	1, 235 00	do.....	do.....	do.....do.....
Rutland.....	5	7	7	1	6	1	1	5 00	500 00	2, 170 00	do.....	do.....	do.....Brown...
Sun Prairie.....	5	6	3	4	4	2	1	100 00	800 00	2, 225 00	do.....	do.....	do.....Brown...
Vienna.....	2	8	8	5	1	7	1	25 00	350 00	1, 090 00	do.....	Davies.....	Clark....
Windsor.....	3	8	8	8	4	1	1	30 00	400 00	1, 205 00	do.....	Adams.....	do.....do.....
Westport.....	6	8	1	5	1	5	1	50 00	411 00	1, 186 00	do.....	do.....	do.....do.....
York.....	8	8	5	1	4	1	1	10 00	700 00	2, 335 00	do.....	Thomp.....	Clark....
Total.....	8	89	101	81	16	74	9	16	5 00	3, 000 00	31984 00	Sanders..Thomp...	Cornell...Clark....

Days—West District.

Barry.....	4	5	5	2	2	1	1	50 00	220 00	745 00	M'Guffey National	Ray.....	Smith....Clark....
Black Earth.....	2	2	3	1	1	1	1	100 00	1, 210 00	1, 500 00	do.....	M'Guffey Adams.....	M'Nally...do.....
Blue Mounds.....	1	7	4	5	3	1	1	50 00	650 00	1, 000 00	Sanders..do.....	Ray.....	do.....Pineo...
Cross Plains.....	1	7	4	5	3	1	1	25 00	200 00	755 00	do.....	Sanders..do.....	do.....Smith....
Dane.....	6	3	4	1	7	1	1	50 00	400 00	1, 200 00	do.....	Thomp.....	do.....Clark....
Fitchburg.....	1	7	7	7	3	1	1	30 00	400 00	1, 195 00	do.....	Ray.....	Cornell...Brown...
Mazo Manie.....	1	3	4	4	3	1	1	75 00	3, 500 00	3, 875 90	National.	Davies.....	do.....Clark....
Madison.....	5	7	5	5	4	2	1	200 00	1, 000 00	2, 200 00	M'Guffey	M'Guffey	do.....Gr S & Cl
Middleton.....	1	7	5	7	4	1	1	40 00	410 00	1, 600 00	Sanders..do.....	do.....	M'Nally..Green...
Montrose.....	1	7	5	7	2	4	1	25 00	800 00	1, 445 00	do.....	do.....	do.....Brown...
Montrose.....	7	8	9	3	6	1	1	25 00	600 00	2, 315 00	do.....	Thomp.....	Cornell...do.....
Oregon.....	4	7	5	7	8	1	1	20 00	400 00	1, 535 00	do.....	Ray.....	M'Nally..Pineo...
Primrose.....	2	4	2	4	2	1	1	40 00	248 00	490 00	do.....	do.....	Warren...Clark....
Port.....	1	6	6	5	4	2	1	20 00	300 00	700 00	National.	Davies.....	M'Nally...do.....
Rosbury.....	1	6	8	7	8	4	1	20 00	700 00	2, 245 00	Sanders..Ray.....	do.....	do.....do.....
Spartanburg.....	1	6	8	7	8	4	1	20 00	700 00	2, 245 00	Sanders..Ray.....	do.....	do.....do.....

TABLE No. IV—continued.

Counties and Towns.	Total valuation of School Houses.										Kinds of Books used in School.						
	School Houses without Blackboards.	School Houses without Outline Maps.	School House Sites less than one acre.	Sites uninclosed.	Log School Houses.	Frame School Houses.	Brick School Houses.	Stone School Houses.	Lowest valuation of School Houses.	Highest valuation of School Houses.	Total valuation of School Houses.	Spellers.	Readers.	Arithmetics.	Geographies.	Grammars.	
DANE—West District—con.																	
Springdale,	1	5	3	6	3	2	...	...	5 00	335 00	410 00	Sanders.	Sanders.	Ray.....	M'Nally..	Clark....
Vernon, .....	...	4	3	4	3	1	...	...	40 00	150 00	865 00	M'Guifey	M'Guifey	do.....	do.....	Smith....
Verona, .....	...	7	3	7	2	5	...	...	25 00	300 00	925 00	Sanders.	Sanders.	Davies...	do.....	Clark....
Madison City, .....	...	1	5	1	...	1	2	2	.....	.....	20009 00	.....	M'Guifey	Ray.....	Warren...	Green....
Total,	13	89	83	95	35	59	6	11	5 00	3,500 00	44598 00	Sanders..	Sanders..	Ray.....	M'Nally..	Clark....	
DANE—East District.																	
Ashippun,	1	8	8	2	2	5	...	1	75 00	300 00	1,400 00	Webster.	M'Guifey	Ray.....	M'Nally..	Clark....	
Herman, .....	...	8	8	8	5	4	...	...	2 50	300 00	1,480 00	Sanders.	M'G.&S.	Adams...	Monteith	do.....
Hubbard,	1	6	5	6	3	3	2	...	75 00	10000 00	11375 00	do.....	M'Guifey	Th & Ray	M'Nally..	do.....	
Hustisford, .....	...	5	4	7	2	...	6	1	150 00	300 00	1,650 00	do.....	Sanders.	Thomp...	Cornell..	Cl & Br..
Lebanon, .....	...	4	4	8	4	1	...	...	1 00	300 00	570 00	do.....	do.....	do.....	do.....	do.....
Le Roy, .....	...	6	7	8	1	7	...	...	25 00	550 00	1,935 00	do.....	do.....	do.....	do.....	do.....
Lemira,	1	7	10	...	4	4	1	1	50 00	600 00	2,130 00	do.....	do.....	Th & Ray	do.....	Cl & Pin.	
Rubicon,	1	8	7	9	1	6	1	1	25 00	600 00	2,345 00	M'Guifey	M'Guifey	Ray.....	Monteith	Clark....	
Theresa, .....	...	1	...	...	6	2	1	...	10 00	700 00	1,624 00	Sanders.	Sanders.	do.....	Cornell..	do.....
Williamstown, .....	...	2	5	6	...	4	...	2	890 00	3,000 00	7,650 00	do.....	do.....	Thomp...	do.....	do.....
Total,	4	55	44	26	42	6	5	2	2 50	10000 00	32159 00	Sanders.	Sanders.	Thomp...	Cornell..	Clark....	

500—West District.

West District.															
Beaver Dam,.....	7	9	8	1	8	25	300	00	1,250	00	Sanders, S. & McG	Ray,.....	McNally, Clark,.....		
Oakman,.....	8	7	7	1	7	10	200	00	895	00	do.....	R. & Th.	C. & M'N		
Chester,.....	.....	4	5	.....	6	50	400	00	950	00	National, Davis,.....	M'Nally, Clark,.....	
Clyman,.....	1	6	.....	2	3	10	500	00	1,845	00	Sanders, Ray,.....	Cornell, Pinneo,.....		
Knnett,.....	1	8	8	5	2	1	200	00	1,050	00	do.....	do.....	B. P. & S		
Liba,.....	9	9	7	.....	8	200	600	00	2,910	00	do.....	do.....	Clark,.....	
Fox Lake,.....	.....	5	6	4	7	200	00	1,500	00	3,600	00	National, Davies,.....	M'Nally, C. & P.	
Burnett,.....	.....	5	6	4	6	75	500	00	1,625	00	Sanders, M'Guifey, Ray,.....	do.....	do.....	
Portland,.....	1	2	4	4	2	15	450	00	1,315	00	do.....	Sanders, Thomp,.....	Clark,.....		
Lowell,.....	10	7	6	4	8	60	500	00	1,785	00	do.....	Ray,.....	Brown,.....		
Trenton,.....	.....	18	7	.....	18	50	400	00	2,850	00	do.....	Thomp, M'Nally, Clark,.....	
Oak Grove,.....	4	6	6	6	100	00	3,000	00	4,725	00	National, Davies,.....	do.....	do.....	
Shields,.....	2	6	6	1	1	2	200	00	422	00	Sanders, Thomp,.....	do.....	C. & P.		
Westford,.....	9	8	5	2	7	33	200	00	1,708	00	do.....	do.....	C. & W.		
Waupun Village,.....	1	1,500	00	1,500	00	1,500	00	National, P. & W., Davies,.....	M'Nally, do.....	Clark,.....	
Beaver Dam City,.....	8	1,000	00	4,000	00	9,000	00	Sanders, Thomp,.....	do.....	Clark,.....	
Total,.....	5	67	95	68	15	95	4	2	00	4,000	00	37430	00	Sanders, Ray,.....	M'Nally, Clark,.....

Deer—

Brussell.....	1	1	1	1	1	15	00	15	00	M'Guifey National, Ray,.....	M'Nally, Clark,...
Balls Harbor,.....	1	2	1	1	1	40	00	40	00	15 00 National, Sanders,...	do.....
Clay Banks,.....	.....	1	1	1	1	500	00	500	00	40 00 M'Guifey M'Guifey,...	do.....
Chambers Island,.....	.....	1	1	1	1	500	00	500	00	500 00 do.....	do.....
Egg Harbor,.....	.....	1	1	1	1	500	00	500	00	500 00 Sanders, Mental,...	do.....
Forestville,.....	.....	2	2	1	1	50	00	50	00	50 00 do.....	do.....
Gardner,.....	.....	2	2	1	1	150	00	300	00	675 00 do.....	do.....
Gibraltar,.....	1	8	8	1	2	200	00	200	00	200 00 National, Davies,...	Mitchell,...
Liberty Grove,.....	.....	1	1	1	1	100	00	355	00	605 00 M'Guifey M'Guifey,...	M'Nally,...
Neeseaupee,.....	.....	4	4	.....	.....	100	00	150	00	400 00 do.....	do.....
Sevastopol,.....	.....	2	2	8	8	100	00	150	00	378 00 Sanders,...	do.....
Saugoon Bay,.....	1	2	2	1	1	20	00	20	00	20 00 M'Guifey,...	do.....
Washington,.....	.....	.....	.....	.....	.....	500	00	3,881	00	M'Guifey M'Guifey Ray,.....	M'Nally, Pinneo,...
Total,.....	8	18	15	15	15	15	00	500	00	3,881 00	M'Nally, Pinneo,...

TABLE No. IV.—continued

Counties and Towns.	School Houses without Blackboards.	School Houses without Outline Maps.	School House sites less than one acre.	Sites uninclosed.	Log School Houses.	Frame School Houses.	Brick School Houses.	Stone School Houses.	Lowest valuation of School House.	Highest valuation of school House.	Total valuation of School Houses.	Kinds of Books used in School.				
												Spellers.	Readers.	Arithmetics.	Geographies.	Grammars.
DOUGLAS—																
Superior, .....	.....	.....	8	2	1	2	1	.....	\$100 00	\$400 00	\$800 00	M'Guffey	M'Guffey Ray,		Mitchell, Pinneo, ..	
Total, .....	.....	.....	8	2	1	2	1	.....	100 00	400 00	800 00	M'Guffey	M'Guffey Ray	.....	Mitchell, Pinneo, ..	
DUNN—																
Dunn, .....	.....	8	8	8	1	2	.....	.....	75 00	350 00	750 00	Sanders,	Sanders, Ray,		Cornell, Clark,	
Eau Claire,	1	2	2	2	2	.....	.....	.....	60 00	216 00	266 00	.....	.....	.....	.....	Pinneo, ..
Menomonie, .....	.....	1	1	.....	.....	1	.....	1,200 00	1,200 00	1,200 00	2,200 00	.....	.....	.....	.....	.....
Peru, .....	.....	2	1	2	1	.....	.....	.....	10 00	250 00	260 00	.....	.....	.....	.....	Clark,
Rock Creek, .....	.....	8	8	8	1	.....	.....	.....	75 00	350 00	750 00	.....	.....	.....	.....	.....
Red Cedar,	2	8	2	2	1	.....	.....	.....	70 00	200 00	370 00	.....	.....	.....	.....	.....
Spring Brook,	4	7	8	4	1	4	.....	.....	100 00	500 00	1,210 00	.....	.....	.....	.....	.....
Total,	8	21	15	21	7	12	.....	.....	10 00	1,200 00	4,806 00	Sanders,	Sanders, Adams,		Cornell, Clark,	
Eau Claire—																
Eau Claire, .....	.....	8	6	2	.....	4	.....	.....	200 00	800 00	1,050 00	Sanders,	Sanders, Thomp, ..		Cornell, Clark,	
West Eau Claire, .....	.....	8	8	8	.....	8	.....	.....	200 00	1,000 00	1,500 00	.....	.....	.....	.....	.....
North Eau Claire, .....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bridge Creek,	8	6	6	6	.....	6	.....	.....	40 00	800 00	740 00	M'Guffey	M'Guffey Ray, .....		.....	Pinneo, ..
Lincoln, .....	.....	8	8	2	2	.....	.....	.....	2 00	30 00	57 00	.....	Sanders, Thomp, .....		.....	Clark,

TABLE No. IV—continued.

Counties and Towns.	School Houses without Blackboards.	School Houses without Outline Maps.	School House sites less than one acre.	Sites uninclosed.	Log School Houses.	Frame School Houses.	Brick School Houses.	Stone school houses.	Lowest valuation of school house.	Highest valuation of school house.	Total valuation of school houses.	Spellers.	Readers.	Arithmetics.	Geographies.	Grammars.	
<i>Grant—continued.</i>																	
Boscobel,	1	8	1	8	1	1	1	3,000	008,000	003,000	00 Webster.	M'Guffey Ray.	.....	M & McM	Pinneo...	
Clifton,	1	8	4	4	4	4	4	2	30	00	680	002,250	00 M'Guffey	.....do.	Mon.	.....do.
Cassville,	4	4	4	4	4	4	1	100	003,000	003,625	00	.....do.	do.	Cornell.	.....do.	
Ellenboro,	6	2	6	1	3	3	3	50	00	270	00	.....do.	do.	do.	Wells....	
Fennimore,	4	8	5	8	2	3	3	3	20	00	400	001,660	00 M'Guffey	.....do.	do.	Pinneo...
Glen Haven,	4	5	6	1	3	3	3	20	00	400	001,195	00	.....do.	do.	do.	
Harrison,	9	4	8	3	6	6	6	20	00	300	001,080	00 Town....	.....do.	Mitchell	.....do.	
Hickory Grove,	2	6	4	7	8	3	3	1	50	00	200	00	825	00 M'Guffeydo.	McNally	Clark....
James Green,	8	2	8	1	7	7	7	75	005,000	007,575	00 Town....	.....do.	Ray	Mon.	Pinneo...	
James town,	7	5	7	5	7	7	7	111	00	500	001,427	00 M'Guffeydo.	Davies—	M & McN	Clark....
Little Grant	5	5	5	5	6	6	6	200	00	200	00	825	00do.	do.	Pinneo...
Lima,	8	7	8	2	2	2	2	50	00	445	001,225	00 Town....	.....do.	Mon.	.....do.	
Liberty,	8	3	1	1	1	30	00	400	001,620	00 M'Guffey	.....do.	Ray	.....do.	
Lancaster,	10	6	10	3	4	4	4	20	002,000	008,925	00	.....do.	do.	do.	do.	
Millville,	10	8	10	5	5	5	5	20	00	450	001,835	00	.....do.	Cornell.	.....do.	
Muscooda,	2	2	2	4	1	3	3	50	002,500	002,950	00	.....do.	Davies	Mon.	Clark....	
Marion,	8	2	8	1	1	3	3	50	00	300	00	560	00do.	do.	Pinneo...
Paris,	4	2	4	3	3	3	3	25	00	500	001,874	00	.....do.	do.	do.	
Patch Grove,	7	3	7	1	4	4	4	10	008,000	001,725	00	.....do.	do.	do.	do.	
Platteville,	6	4	6	7	4	4	4	10	008,000	001,4910	0 Town....	.....do.	T McG.W D A & C	M & McN	Cl & W	
Potosi,	6	4	6	4	4	4	4	50	001,000	001,925	00 M'Guffey	.....do.	Mitchell.	Pinneo...		

Reveler,.....	4	1	1	4	400 00	800 00	2,450 00	Town,...	M'Guffey Ray,.....	M. & M'N W. & Cl.,
Tafon,.....	2	4	8	8	80 00	450 00	630 00	M'Guffey	do.....	Cornell Pinneo...
Wyalusing,.....	1	5	6	1	100 00	500 00	1,500 00	do.....	do.....	do.....
Waterloo,.....	1	4	6	6	75 00	250 00	950 00	do.....	do.....	Monteith.....
Watertown,.....	3	2	1	3	75 00	835 00	790 00	do.....	do.....	M'Nelly.....
Wingville,.....	1	6	2	4	20 00	410 00	1,120 00	do.....	do.....	do.....
Total,.....	10	148	111	121	148	108	118	M'Guffey	M'Guffey Ray.....	Monteith Pinneo...

GREEN—

Adams,.....	2	5	4	5	20 00	300 00	950 00	Sanders...	Sanders... Ray.....	Mitchell Pinneo...
Albany,.....	1	6	5	2	40 00	1,500 00	2,580 00	M'Guffey	do.....	Cornell.....
Brooklyn,.....	9	7	6	1	100 00	500 00	2,750 00	do.....	do.....	do.....
Cadiz,.....	1	6	8	8	100 00	600 00	2,340 00	do.....	do.....	do.....
Clarno,.....	1	1	7	1	50 00	385 00	2,241 00	do.....	do.....	do.....
Decatur,.....	1	6	8	5	20 00	500 00	1,620 00	do.....	do.....	do.....
Exeter,.....	1	6	6	6	25 00	300 00	1,125 00	do.....	do.....	do.....
Jefferson,.....	4	6	8	4	100 00	1,160 00	4,110 00	do.....	do.....	do.....
Jordan,.....	1	5	6	3	20 00	320 00	650 00	Sanders...	do.....	Mitchell.....
Monroe,.....	4	6	6	8	10 00	1,100 00	3,285 00	S. & M'G S. & M'G	do.....	do.....
Mt. Pleasant,.....	2	8	8	1	50 00	800 00	2,300 00	M'Guffey	do.....	do.....
New Glarus,.....	2	4	4	3	50 00	200 00	540 00	S. & M'G S. & M'G	do.....	do.....
Spring Grove,.....	7	7	8	1	25 00	300 00	1,475 00	M'Guffey	do.....	do.....
Sylvester,.....	8	6	1	1	150 00	300 00	1,700 00	do.....	do.....	do.....
Washington,.....	4	6	7	2	1 00	500 00	701 00	do.....	do.....	do.....
York,.....	1	8	2	2	1 00	500 00	701 00	do.....	do.....	do.....
Total,.....	9	84	96	90	26	66	817	M'Guffey	M'Guffey Ray.....	Cornell Pinneo...

GREEN LAKE—

Berlin,.....	7	7	8	8	25 00	370 00	2,095 00	Sanders...	Sanders... Davies...	M'Nelly Clark.....
Berlin City,.....	3	4	4	8	.....	1,500 00	.....	Wilson...	Robins'n Monteith Wells .....	.....
Brooklyn,.....	4	7	7	7	60 00	500 00	1,510 00	do.....	Sanders... Ray.....	Cornell Clark.....
Dayton,.....	2	6	2	6	50 00	300 00	850 00	do.....	do.....	do.....
Dayton Lake,.....	6	7	2	1	100 00	400 00	2,200 00	do.....	do.....	do.....
Greton,.....	2	4	4	2	25 00	200 00	300 00	do.....	do.....	do.....
Kingston Village,.....	1	1	1	1	200 00	200 00	200 00	do.....	do.....	do.....

Bidgway,	12	11	13	8	10	...	50 00	400 00	2,280 00	M'Guffey Ray,	M'N & M Pinneo,
Waldwick,	5	2	5	1	4	...	25 00	300 00	925 00	do.....	Smith,
Wyoming,	1	8	1	8	5	...	.....	200 00	.....	do.....	M'N & M Clark,
Total,	8	99	65	100	80	65	3 12	10 00	1,500 00	M'Guffey Ray,	M'N & M Pinneo,

JACKSON—

Albion,	6	5	3	...	5	...	50 00	800 00	2,410 00	M'Guffey Ray,	Mitchell, Clark,
Alma,	3	8	11	7	2	5	5 00	500 00	1,135 00	do.....	Smith,
Hixton, .....	...	...	...	...	4	...	00 00	500 00	1,200 00	do.....	Mitchell, Clark,
Iring, .....	...	4	4	6	3	8	50	300 00	886 00	M'Guffey Sanders,	Monteith Pinneo,
Melrose,	1	8	5	9	1	5	50 00	300 00	1,375 00	do.....	do.....
Manchester,	2	5	1	2	2	1	50 00	200 00	325 00	do.....	Colton,
Northfield, .....	...	...	2	1	1	...	80 00	250 00	330 00	do.....	Davies,
Springfield, .....	...	3	...	1	3	...	5 00	250 00	345 00	do.....	Mitchell,
Total,	6	84	26	29	12	24	...	50 00	8,006 00	Sanders, Ray,	Mitchell, Clark,

JEFFERSON—

Aztalan,	4	6	2	...	...	5	150 00	400 00	1,300 00	Sanders, Thomp,	Cornell, Wells,
Cold Spring, .....	...	5	5	...	...	5	40 00	300 00	890 00	do.....	S. & Wat. D. & Th. C. & McN Clark,
Concord,	2	9	8	1	7	2	10 00	800 00	3,760 00	do.....	Sanders, R. & Rob McNally,
Farmington,	1	10	10	6	5	...	10 00	400 00	1,270 00	do.....	do.....
Hebron,	4	6	8	1	4	1	50 00	400 00	1,475 00	do.....	Thomp,
Lexia,	1	8	8	7	3	1	15 00	1,000 00	1,685 00	do.....	do.....
Jefferson,	2	10	11	18	4	6	50 00	900 00	3,525 00	National,	do.....
Koskonong, .....	...	5	4	6	...	3	200 00	1,800 00	7,050 00	Sanders, S. & Wat. D. & Th. C. & McN C. B. & W	do.....
Lake Mills,	5	6	5	...	5	3	50 00	800 00	2,100 00	do.....	S. & Wells Thomp,
Milford,	2	10	12	6	4	2	75 00	400 00	1,530 00	do.....	Sanders, Ray,
Oakland,	4	3	4	...	3	2	25 00	600 00	1,225 00	do.....	Thomp,
Palmira,	5	5	5	1	5	...	50	3,000 00	3,550 00	P. & Wat. Davies,	do.....
Pullman,	7	7	7	1	5	1	35 00	500 00	2,115 00	Sanders, Thomp,	do.....
Sullivan, .....	...	3	2	1	...	2	25 00	600 00	1,175 00	do.....	do.....
Sumner, .....	...	...	...	...	...	...	110 00	800 00	1,310 00	Thomp,	Kenyon,
Watadoo,	1	6	4	6	2	...	...	...	...	do.....	Clars,
Watadoo Village,	1	1	1	...	...	1	200 00	...	200 00	Davies,	do.....

TABLE No. IV.—continued.

Counties and Towns.	Kinds of School Books used in School.															
	School Houses without Black-boards.	School Houses without Outline Maps.	School House Sites less than one acre.	Sites uninclosed.	Log School Houses.	Frame School Houses.	Brick School Houses.	Stone School Houses.	Lowest valuation of school Houses.	Highest valuation of school Houses.	Total valuation of School Houses.	Spellers.	Readers.	Arithmetics.	Geographies.	Grammars.
JEFFERSON—continued.																
Watertown,.....	.....	7	7	7	7 2	4 1	.....	\$ 25 00	\$ 300 00	1, 000 00	Sanders	Sanders	Davies	Mitchell.	Clark.....	
Watertown City,.....	.....	6	6	8	8	8 2	.....	.....	.....	8, 400 00	.....	do.....	San. & W Ray	.....	Monteith	do.....
Total,.....	6	87	112	108	32	68	33	50	4, 800 00	38860 00	Sanders	Sanders	Thomp.	Cornell	Clark.....	
JOSEPH—																
Armenia,.....	.....	8	1	3	2	.....	.....	40 00	85 00	M'Guffey	M'Guffey	Ray	.....	Mitchell	Pinneo	.....
Clearfield,.....	.....	4	2	8	2	2	.....	60 00	750 00	do.....	do.....	do.....	do.....	do.....	None	.....
Fountain,.....	2	5	4	2	1	1	.....	25 00	200 00	220 00	do.....	do.....	do.....	do.....	Clark.	.....
Germanatown,.....	.....	6	4	4	4	1	.....	50 00	600 00	600 00	do.....	do.....	do.....	do.....	Greehe.	.....
Kildare,.....	.....	3	5	3	2	8	.....	20 00	300 00	635 00	do.....	do.....	do.....	do.....	McNally	Clark.
Lisbon,.....	1	4	4	.....	8	2	.....	25 00	2, 000 00	2, 465 00	do.....	do.....	do.....	do.....	do.....	Pinneo.
Lemonweir,.....	1	8	6	6	1	7	.....	80 00	800 00	1, 215 00	do.....	do.....	do.....	do.....	do.....	do.....
Lindina,.....	.....	5	5	6	5	8	.....	60 00	700 00	1, 863 00	Sanders	do.....	Ad. & R	do.....	Clark.	.....
Lyndon,.....	2	4	4	8	1	8	.....	25 00	800 00	525 00	M'Guffey	do.....	Ray	Cornell	do.....	do.....
Mauston,.....	.....	.....	1	1	1	1	.....	.....	2, 700 00	2, 700 00	do.....	do.....	do.....	do.....	McNally	Pinneo.
Marion,.....	.....	1	1	8	8	.....	.....	10 00	150 00	250 00	do.....	do.....	do.....	do.....	do.....	do.....
Needah,.....	.....	2	1	2	1	8	.....	10 00	600 00	660 00	do.....	do.....	do.....	do.....	do.....	do.....
Orange,.....	1	2	2	1	.....	.....	.....	.....	.....	.....	do.....	do.....	do.....	do.....	do.....	do.....
Plymouth,.....	.....	2	7	7	6	1	.....	10 00	28 00	740 00	do.....	Sanders	do.....	Mitchell	Pinneo.	.....
Seven Mile Creek,.....	.....	9	6	8	6	.....	.....	20 00	250 00	405 00	do.....	M'Guffey	do.....	None	Ranny	.....

.....	6	2	6	6	1	50	600	940	M'Guffey	M'Guffey	Ray	McNally	Clark
8	6	3	3	2	3	50	500	1, 1	do	do	do	do	None
13	72	57	56	14	31	10	2, 700	15153	M'Guffey	M'Guffey	Ray	McNally	Pinneo

Total,

KENOSHA—

.....	5	9	8	9	9	25	300	1, 455	Sanders	Sanders	Davies	McNally	Clark
.....	7	7	4	1	6	1	340	1, 105	do	do	Thomp	do	do
.....	9	11	10	2	10	40	650	2, 800	do	National	Davies	do	do
.....	3	9	3	9	150	700	2, 575	do	do	do	do	do	do
.....	2	2	2	3	150	600	1, 050	do	Sanders	Thomp	do	do	do
.....	6	7	6	8	75	1, 200	3, 150	do	National	Davies	do	do	do
.....	6	8	9	9	25	800	2, 230	do	Sanders	Thomp	do	do	do
.....	6	6	6	6	1	800	1, 563	do	do	do	do	do	do
.....	.....	.....	.....	1	2	800	15000	25000	M'Guffey	M'Guffey	Ray	do	do
.....	47	59	48	1	60	4	15000	41118	Sanders	Sanders	Dav	T. McNally	Clark

Total,

KEWAUNEE—

1	4	3	4	1	8	100	900	1, 500	M'Guffey	Sanders	Thomp	McNally	.....
.....	.....	1	1	2	.....	50	100	150	do	M'Guffey	Ray	Cornell	.....
2	6	1	6	6	2	20	400	930	do	Sanders	do	do	.....
.....	.....	2	3	3	.....	90	100	286	do	do	Smith	Mitchell	Wells
.....	1	1	1	1	1	100	600	700	do	do	T. & Ray	Cornell	.....
.....	.....	.....	2	2	.....	45	80	125	do	M'Guffey	do	do	Wells
.....	2	3	1	3	85	.....	.....	85	Webster	do	do	do	.....
.....	.....	1	1	1	.....	.....	.....	.....	M'Guffey	Sanders	do	do	Bullon
.....	.....	3	3	2	40	.....	50	90	do	do	do	do	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	do	M'Guffey	do	Mitchell	Wells
8	14	15	15	26	1	20	900	3, 806	M'Guffey	Sanders	Ray	Cornell	Wells

Total,

CROSSE—

.....	6	4	6	1	6	80	400	2, 000	M'Guffey	M'Guffey	Ray	Monteith	Wla. & C.
1	6	5	2	1	4	60	300	450	do	do	Davies	do	Pinneo
.....	6	5	3	3	6	50	500	1, 850	do	do	Ray	do	do
.....	8	1	8	.....	8	25	500	1, 110	do	do	Thomp	do	Clark

TABLE No. IV—continued.

Counties and Towns.	Kinds of Books used in School.															
	School Houses without Blackboards.	School houses without line maps.	School house sites less than one acre.	Sites uninclosed.	Log school houses.	Frame school houses.	Brick school houses.	Stone School houses.	Lowest valuation of school house.	Highest valuation of school house.	Total valuation of school houses.	Spellers.	Readers.	Arithmetic.	Geographies.	Grammars.
LA CROSSE—continued.																
Farmington,	1	7	2	6	1	6	8	1	\$50 00	\$600	1,700	M'Guffey	M'Guffey	Ray	Monteith	Wells.....
Greenfield, .....	.....	8	8	4	1	8	4	1	.....	.....	750	do.....	do.....	do.....	Cl&Fitch	Clark.....
Holland,	1	4	1	4	3	4	1	1	125 00	250	750	do.....	do.....	do.....	Monteith	Pineo.....
Jackson,	1	4	8	8	3	8	1	1	100 00	900	1,650	do.....	do.....	do.....	do.....	do.....
La Crosse City, .....	.....	1	2	2	2	2	2	2	3,000 00	5,000	8,000	National	National	Davies	do.....	Clark.....
Neshonoc,	2	4	2	4	2	4	4	2	200 00	425	1,825	M'Guffey	M'Guffey	Ray	do.....	Wells.....
Onalaska,	1	6	7	6	7	7	7	6	180 00	400	1,615	do.....	do.....	National	do.....	Clark.....
Washington,	4	4	4	4	3	4	4	3	75 00	80	157	do.....	do.....	M'Guffey	.....	.....
Total,	9	50	41	43	7	45	4	4	50 00	50000	21267	M'Guffey	M'Guffey	Ray	Monteith	Clark.....
LA FAYETTE—																
Argyle,	6	8	7	9	6	2	1	1	10	1,000	1,750	Sanders..	Sanders.	Ray	Cornell.....	Pinneo.....
Belmont, .....	.....	1	3	1	1	2	1	1	175	1,000	1,675	Town....	M'Guffey	Adams	Monteith	Clark.....
Benton,	4	5	4	6	5	5	1	1	600	600	1,875	do.....	do.....	Ray	do.....	Pinneo.....
Center,	1	11	6	9	1	9	1	1	25	800	2,675	do.....	do.....	do.....	do.....	Clark.....
Elk Grove, .....	.....	8	8	8	7	7	1	1	100	500	1,560	do.....	do.....	do.....	Smith.....	do.....
Fayette, .....	.....	8	6	8	8	8	2	2	418	1,157	1,157	M'Guffey	do.....	Adams	do.....	Pinneo.....
Gratiot,	2	7	2	4	4	4	2	2	450	1,600	850	Webster..	do.....	Ray	do.....	Smith.....
Kendall, .....	.....	6	4	4	1	2	2	2	350	850	850	do.....	do.....	Davies	McNally	Clark.....
Monticello,	1	4	1	2	2	2	8	8	160	500	1,650	M'Guffey	do.....	do.....	do.....	do.....

New Diggings,	1	8	8	8	20	250	845	Webster..	do.....	do.....	do.....	Pinneo...
Shullsburg,	1	6	4	6	200	800	2,100	do.....	do.....	do.....	do.....	do.....
Wayne,	2	6	4	6	175	450	1,425	do.....	Sanders..	do.....	do.....	Clark,...
White Oak Springs,.....	1	1	1	2	200	200		do.....	M'Guffey	do.....	do.....	do.....
Willow Springs,	1	8	5	4	40	400	2,300	do.....	do.....	do.....	do.....	Pinneo...
Wlots,	1	7	7	11	10	800	2,825	M'Guffey	do.....	Ray.....	do.....	do.....
Total,	19	89	57	7814	69	1,000	29187	Webster..	M'Guffey	Davies...	McNally, Cl & Pin	

La Pointe—												
Rayfield,								Sanders..	M'Guffey	Davies...	Mit & Cor Gr & Bul	
Total,								Sanders..	M'Guffey	Davies...	Mit & Cor Gr & Bul	

Marion—												
Oato,	8	10	9	10	5	50	600	1,690	Sanders..	Sanders..	Ray.....	Cornell., Wells....
Cooperstown,	2	6	1	6	6	30	300	670	do.....	do.....	Thomp...	do.....
Centerville,		4	4	4	1	40	200	500	M'Guffey	do.....	Ray.....	Monteith ...do.....
Eaton,	3	6	5	4	1	40	150	465	Sanders..	do.....	do.....	McNally, ...do.....
Franklin,	5	8	8	7	1	50	200	830	do.....	do.....	do.....	Smith.....
Gibson,		1	4	7	2	50	300	945	do.....	do.....	do.....	do.....
Kosuth,	2	3	5	2	3	30	300	846	do.....	do.....	do.....	Wells,...
Liberty,		5	4	5	3	10	120	260	do.....	do.....	do.....	Monteith ...do.....
Manitowoc,		8	5	8	1	150	2,094	4,094	do.....	do.....	do.....	McNally, Pinneo...
Mishicot,	1	2	6	6	2	50	200	850	M'Guffey	do.....	do.....	Cornell, ...do.....
Maple Grove,	1	3	7	6	3	110	200	578	Sanders..	M'Guffey	Thomp...	Monteith Wells....
Manitowoc Rapids,		4	2	3	1	60	500	1,410	do.....	Sanders..	Ray.....	do.....
Meene,	6		5	6	4	20	450	920	do.....	do.....	Davies...	do.....
Newton,		2	4	5	2	50	160	540	do.....	do.....	do.....	do.....
Rockland,	1	2	3	3	2	100	100	300	do.....	do.....	do.....	do.....
Rockswig,	1	2	6	4	3	30	300	670	do.....	do.....	do.....	do.....
Sch Creek,	2	1	1	2	1	90	275	865	do.....	do.....	do.....	Clark...
Two Rivers,		5	2	5	4	50	1,100	1,725	do.....	do.....	Ray.....	Cornell, Smith....
Total,	27	68	81	9864	35	10	2,000	17658	Sanders..	Sanders..	Ray.....	Monteith Wells....

TABLE No. IV.—continued.

Counties and Towns.	Kinds of Books used in School.															
	School Houses without Blackboards.	School Houses without Outline Maps	School Houses sites less than one acre.	Sites uninclosed.	Log School Houses.	Frame School Houses.	Brick Houses.	Stone Houses	Lowest valuation of School Houses.	Highest valuation of School Houses.	Total valuation of School Houses.	Spellers.	Readers.	Arithmetics.	Geographies.	Grammars.
MARATHON—																
Berlin	2		8	1	1	1	1		\$100 ..	\$300 ..	1,330 ..	Sanders, ..	Sanders, ..	Davies, ..	Monteith ..	Clark, ..
Easton				2	1	1	1				400 ..	do	N Amer. Stoddard ..	do	do	do
Jenny											400 ..	do	National, ..	Davies, ..	do	do
Knowlton, ..	2	1	1	2	1	1	1		10 ..	250 ..	560 ..	do	do	do	McNally, ..	do
Marathon, ..	1	1	1	1	1	1	1		200 ..	800 ..	1,400 ..	National, ..	National, ..	Davies, ..	do	Pinneo, ..
Mosinee,	3	4	1	1	1	1	1		15 ..	300 ..	620 ..	Sanders, ..	Sanders, ..	do	do	Pinneo, ..
Stettin,	2	1			1	1	1		120 ..	500 ..	620 ..	do	do	Thomp ..	do	Brown, ..
Texas,	1		1	1	1	1	1		100 ..	280 ..	580 ..	do	do	Davies, ..	do	Clark, ..
Wausau,		4	4	4	4	1	1				2,000 ..	National, ..	National, ..	do	do	do
Wausau Village, ..		1	1	1	1	1	1				300 ..	Sanders, ..	Sanders, ..	do	do	do
Weston,																
Total,	17	23	17	21	23	8	8	10	800 00	800 00	7,940 00	Sanders, ..	Sanders, ..	Davies, ..	Monteith ..	Clark, ..
MARQUETTE—																
Buffalo,	7		6	6	1	6	6		75 ..	300 ..	1,575 ..	Sanders, ..	Sanders, ..	Ray,	Smith, ..	Pinneo, ..
Crystal Lake,	4		4	4	8	4	4		45 ..	400 ..	695 ..	do	do	Thomp ..	C. & McN B. & C's	Clark, ..
Douglas,	5		3	3	1	4	1		40 ..	400 ..	1,155 ..	do	do	Adams, ..	C. & Mite, ..	Clark, ..
Harris,	2		3	3	1	2	1		15 ..	200 ..	415 ..	do	do	Thomp, ..	M'N & Mit ..	do
Moundville, ..	3		3	3	2	1	1		40 ..	75 ..	215 ..	do	do	T. & Ray S C. & F ..	do	do
Meen,	3		3	3	3				25 ..	40 ..	65 ..	do	do	Ray,	Cornell, ..	Davies, ..

Montello.....	2	2	1	1	8	50	1,200	1,880	Sanders.....	Sanders.....	Thomp.....	Cornell.....	Pinneo.....
Neahkora.....	2	2	2	1	1	10	100	110	do.....	do.....	Ray.....	Monteith.....	do.....
Newton.....	6	8	5	4	1	8	250	818	do.....	do.....	do.....	C. & Fit. Clark.....	do.....
Oxford.....	2	2	3	2	2	150	300	650	do.....	do.....	do.....	Cornell.....	do.....
Packwaukee.....	7	3	6	3	2	40	250	718	do.....	do.....	do.....	C. & Mit.....	do.....
Shields.....	4	4	2	4	4	50	250	550	do.....	do.....	Ray & Rob. Mitchell.....	do.....	do.....
Springfield.....	4	4	3	4	1	50	218	418	do.....	do.....	do.....	Allen.....	do.....
Westfield.....	3	3	2	1	2	50	700	950	do.....	Wil. & S.....	do.....	do.....	do.....
Total.....	8	51	42	50	28	24	1,200	9,869	Sanders.....	Sanders.....	Ray.....	C. & Mit.....	Clark.....

MILWAUKEE—Dist. No. 1.

Franklin.....	6	7	6	7	7	100	300	1,400	Sanders.....	M'Guffey.....	Davies.....	Monteith.....	Pinneo.....
Greenfield.....	1	9	11	7	1	50	350	2,975	M'Guffey.....	do.....	Ray.....	Cornell.....	do.....
Lake.....	2	7	6	2	4	30	1,200	1,920	do.....	do.....	do.....	Monteith.....	Brown.....
Oak Creek.....	3	10	4	1	9	20	1,000	3,470	do.....	do.....	do.....	do.....	Greene.....
Wauwatosa.....	2	10	7	1	10	10	675	3,985	do.....	do.....	do.....	do.....	Brown.....
Total.....	1	22	45	30	5	40	1,200	13,750	M'Guffey.....	M'Guffey.....	Ray.....	Monteith.....	P. & Bro.....

MILWAUKEE—Dist. No. 2.

Granville.....	7	9	2	5	4	1	317	1,745	Sanders.....	M'Guffey.....	Ray.....	Mitchell.....	Clark.....
Milwaukee.....	9	9	4	4	5	10	400	1,460	M'Guffey.....	do.....	Ray.....	Monteith.....	Pinneo.....
Milwaukee City.....	9	9	4	4	3	6	4,000	78,050	Sargent.....	Sargent.....	Robins n.....	Warren.....	Greene.....
Total.....	7	27	16	9	12	6	10	18,000	81,255	Sargent.....	M'Guffey.....	Ray.....	Warren.....

MCKENOS—

McNally.....	3	8	1	2	2	100	500	600	Sanders.....	Sanders.....	Davies.....	McNally.....	Clark.....
Adams.....	4	4	2	2	2	10	300	560	do.....	M'G & S.....	Adams.....	Mitchell.....	Wells.....
Angelo.....	1	1	1	1	1	225	400	225	M'Guffey.....	Sanders.....	Ad & Ray.....	Mit. & Sm.....	do.....
Clifton.....	1	1	3	3	1	20	100	220	Sanders.....	do.....	Ray.....	McNally.....	Pinneo.....
Eastdale.....	1	8	8	2	8	25	250	682	do.....	do.....	Ad & Ray.....	Monteith.....	W. & C.....
Glenfield.....	1	8	8	8	8	25	250	682	do.....	do.....	Ray.....	do.....	Pinneo.....
Greenon.....	1	8	8	8	8	25	250	682	do.....	do.....	Dav. & I.....	do.....	do.....
Jeffers.....	4	4	4	1	8	50	800	725	M'Guffey.....	S. & M'G.....	Thomp.....	Col. & Fh.....	Weld.....
Le Roy.....	6	14	1	9	1	20	800	1,480	Sanders.....	M'Guffey.....	Ray.....	do.....	Wells.....

TABLE NO. IV.—continued.

Counties and Towns.	School Houses without Blackboards.	School Houses without Outline Maps.	School House sites less than one acre.	Sites uninclosed.	Log School Houses.	Frame School Houses.	Brick School Houses.	Stone School Houses.	Lowest valuation of school House.	Highest valuation of school House.	Total valuation of School Houses.	Kinds of Books used in School.				
												Spellers.	Readers.	Arithmetics.	Geographies.	Grammar.
Monroe—continued.																
Lincoln.....	.....	6	6	6	1	5	.....	.....	50	300	980	Sanders.	Sanders.	Ray.....	M'Nally.....	Clark.....
Little Falls.....	.....	3	.....	8	2	1	.....	.....	5	100	110	.....	.....	.....	Col & Fh Smith.....	.....
Oakdale.....	.....	3	1	8	2	1	.....	.....	10	70	105	.....	.....	.....	Mitchell.....	Clark.....
Portland.....	.....	.....	.....	8	2	2	.....	.....	37	150	637	M'G. & S.	.....	.....	.....	.....
Ridgeville.....	1	.....	3	6	3	2	.....	.....	100	300	925	Sanders	.....	.....	Smith.....	Pinneo.....
Sparta.....	.....	8	10	10	3	9	.....	.....	25	1,300	5,665	.....	.....	.....	C.F. & M'N Wells.....	.....
Sheldon.....	.....	7	7	7	1	3	.....	.....	40	100	255	M'Guffey	M'Guffey	Davies	Monteith	Clark.....
Tomah.....	8	7	7	7	3	4	.....	.....	25	300	1,068	Sanders.	Sanders.	.....	.....	.....
Wellington.....	4	5	5	4	1	4	.....	.....	50	300	900	.....	.....	.....	.....	.....
Wilton.....	.....	.....	.....	8	3	3	.....	.....	03	300	700	.....	.....	Ray.....	.....	Smith.....
Total.....	16	46	72	6528	58	1	.....	.....	03	1,300	16287	Sanders.	Sanders.	Ray.....	M. & M'N	Clark.....
Oconto—																
Oconto Village.....	.....	1	1	1	1	2	.....	.....	300	1,000	1,900	Town.....	M'Guffey Ray..	.....	Cornell.....	Clark.....
Oconto.....	1	2	2	2	1	1	.....	.....	150	150	300	.....	.....	.....	.....	Pinneo.....
Stiles.....	.....	1	3	8	.....	3	.....	.....	300	400	1,100	Sanders	Sanders	.....	.....	.....
Pensaukee.....	1	3	.....	2	.....	3	.....	.....	240	500	1,040	M'Guffey	M'Guffey	.....	.....	.....
Peshigo.....	.....	.....	.....	8	1	2	.....	.....	100	300	700	Elem'ry.	P. & Wat	.....	.....	.....
Marinette.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,000	S. & Tn.	Sanders	.....	.....	.....
Total.....	2	7	6	112	11	.....	.....	.....	100	1,600	6,040	Town.....	M'Guffey Ray	.....	Cornell.....	Pinneo.....

OTZAGAKIE—

Appleton,	4	1	1	8	1	.....	6,500	.....	M'Guffey	Davies,	McNally, Clark,
Buchanan,	2	8	8	2	1	.....	.....	.....	do.....	Ray,	do.....
Bovina, .....	.....	8	2	6	1	8	.....	.....	do.....	Davies,	Mitchell, Pinneo,
Black Creek, .....	.....	1	.....	.....	.....	.....	.....	.....	do.....	Colburn,	Clark,
Center, .....	.....	.....	.....	.....	.....	.....	.....	.....	do.....	Ray,	Monteith
Dale,	1	7	7	6	8	4	10	.....	do.....	do.....	McNally,
Ellington, .....	.....	6	5	4	2	5	.....	.....	do.....	do.....	Monteith Pinneo,
Freedom, .....	.....	7	8	3	3	8	.....	.....	Sanders,	Sanders,	McNally,
Grand Chute, .....	.....	7	8	6	.....	7	.....	.....	M'Guffey	M'Guffey Davies,	do.....
Greenville,	1	9	8	10	4	6	.....	.....	do.....	do.....	Monteith Clark,
Hortonia, .....	.....	5	8	1	2	8	.....	.....	do.....	do.....	McNally,
Kaukauna, .....	.....	6	5	4	2	8	.....	.....	do.....	Ray,	Mitchell,
Liberty, .....	.....	2	2	1	1	1	.....	.....	Sanders,	Sanders, Thomp,	do.....
Maple Creek, .....	.....	1	1	2	2	1	.....	.....	M'Guffey	M'Guffey	McNally,
Osborn, .....	.....	2	2	2	2	.....	.....	.....	do.....	Ray,	Pinneo,
Total,	4	58	52	51	29	38	10	5,500	19151	M'Guffey Ray,	McNally, Clark,

OTZAKIE—

Belgium,	4	8	8	8	.....	.....	5	100	315	Sanders,	Ray,	Monteith Clark,
Cedarburg, .....	.....	5	9	7	4	1	50	3,000	4,980	M'Guffey	M'Guffey	do.....
Cedonia, .....	.....	7	10	8	2	.....	50	450	1,025	Sanders,	Davies,	M'Nally, Clark,
Fredon, .....	.....	3	5	4	1	3	100	1,000	1,580	do.....	do.....	do.....
Grafton, .....	.....	1	13	12	10	8	10	500	1,555	do.....	do.....	do.....
Mequon,	1	2	5	6	6	1	40	4,000	4,960	do.....	Ray,	Monteith Wells,
Port Washington, .....	.....	1	7	6	8	2	25	300	1,425	do.....	Davies,	M'Nally, Clark,
Saukville, .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	do.....	do.....	Wells,
Total,	4	26	54	50	41	14	8	5	4,000	15840	Sanders,	McNally, Clark,

OTZAKIE—

Albany,	1	1	1	.....	.....	.....	.....	.....	250	Sanders,	Sanders, .....	.....
Albany,	3	8	2	.....	.....	.....	.....	50	1,200	do.....	Thomp,	Mit & Mc Brown,
Barberton, .....	.....	.....	1	.....	.....	.....	50	50	50	.....	.....	.....
Barberton,	2	8	8	1	2	.....	500	500	1,000	.....	.....	.....
Barberton,	2	2	1	1	1	.....	100	600	700	M'Guffey	M'Guffey Ray,	Col & Fh, Pinneo,
Barberton,	2	2	.....	.....	.....	.....	100	200	800	Sanders,	Sanders, .....	.....

TABLE No. IV—continued.

Counties and Towns.	Total valuation of School Houses.										Kinds of Books used in School,					
	School Houses without Blackboards.	School Houses without Outline Maps.	School House Sites less than one acre.	Sites uninclosed.	Log School Houses.	Frame School Houses.	Brick School Houses.	Stone School Houses.	Lowest valuation of School Houses.	Highest valuation of School Houses.	Total valuation of School Houses.	Spellers.	Readers.	Arithmetics.	Geographies.	Grammars.
PENIN—continued.																
Waterville,	1	1	1	1	1	1	1	1	\$ 150	\$ 500	75	Sanders.	Sanders.	Adams	Mitchell.	Pinneo.
Waubeek, .....	.....	.....	3	2	2	1	1	1	.....	.....	950	.....do.....	.....do.....	Variety.	.....do.....	.....do.....
Total,	2	11	15	12	7	8	1	1	501,000	1,525	1,525	Sanders.	Sanders.	Ray.	Mitchell.	Pinneo.
PENIN—																
Clifton,	4	3	4	4	4	4	4	100	.....	400	850	Sanders	Sanders.	Robins n	McNally.	Clark.
Diamond Bluff,	1	.....	.....	.....	1	1	1	800	.....	800	800	.....do.....	.....do.....	.....do.....	.....do.....	.....do.....
El Paso, .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....do.....	.....do.....	.....do.....	.....do.....	.....do.....
Hartland,	2	3	3	1	2	2	2	100	.....	200	400	.....do.....	.....do.....	.....do.....	.....do.....	.....do.....
Isabelle,	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....do.....	.....do.....	.....do.....	.....do.....	.....do.....
Martelle,	4	3	3	2	2	2	2	160	.....	274	814	.....do.....	.....do.....	.....do.....	.....do.....	.....do.....
Oak Grove,	2	2	2	2	2	2	2	250	.....	300	550	.....do.....	.....do.....	.....do.....	.....do.....	.....do.....
Prescott,	1	1	1	1	1	1	1	2,500	2,500	2,500	2,500	.....do.....	.....do.....	.....do.....	.....do.....	.....do.....
Perry,	3	1	3	3	3	3	3	30	.....	75	105	.....do.....	.....do.....	.....do.....	.....do.....	.....do.....
Pleasant Valley,	1	2	2	2	2	2	2	350	.....	500	850	.....do.....	.....do.....	.....do.....	.....do.....	.....do.....
River Falls,	3	3	5	2	5	5	5	150	.....	500	1,450	.....do.....	.....do.....	.....do.....	Cornell.	Wells
Salem,	2	2	2	2	2	2	2	200	.....	350	550	.....do.....	.....do.....	.....do.....	McNally.	Clark
Trenton,	1	1	2	2	1	1	1	300	.....	300	300	M'Guffey	M'Guffey	Ray	.....do.....	.....do.....
Wimble,	1	2	2	2	1	1	1	40	.....	500	540	Sanders.	Sanders.	Robins n	.....do.....	.....do.....

Union,	1	2	1	2	1	1	2	1	1	...	75	300	375	Sanders.. Sanders.. Robins'n McNally. Clark...
Total,	6	29	25	25	9	23	...	...	...	...	80	2,500	10084	Sanders.. Sanders.. Robins'n McNally. Clark...

Pork—

Alden,	2	1	1	1	1	2	...	...	...	...	500	1,000	National. Par. & W. Davies... McNally. Brown...
Farmington,	2	1	4	2	1	...	...	...	...	...	115	500	...
Lincoln,	1	2	...	2	1	...	...	...	...	...	25	...	...
Oseola,	4	5	5	...	4	...	...	...	...	...	800	1,975	...
St. Croix Falls,	3	4	1	2	2	1	...	...	...	...	500	525	...
Stirling,	8	8	8	8	3	...	...	...	...	...	50	...	...
Total,	9	16	10	17	8	8	...	...	...	...	800	4,190	National. Par. & W. Davies... McNally. Brown...

Poultry—

Almond,	6	2	5	3	3	...	...	...	...	...	25	400	957	McG & S. McG & S. Ray..... M. & M'N Clark...
Akers,	1	5	5	4	1	4	...	...	...	...	75	250	1,200	Sanders.. Sanders.. Thomp... M. & M'N ...do.....
Anna Vista,	1	4	2	4	1	3	...	...	...	...	75	300	725	S. & McG S. & McG Ray & T. Mit. & C ...do.....
Amont,	3	8	6	8	1	6	...	...	...	...	not reported	...	1,005	Sanders.. Sanders.. Thomp... Cornell ...do.....
San Pierre, .....	...	...	...	...	1	1	...	...	...	...	not reported	...	...	do..... M'Guffey Davies... C. & M'N ...do.....
Amell,	2	2	...	2	...	...	...	...	...	...	...	...	...	do..... Elmn'try McG & S. Adams ... Colton ... Pinneo...
Linwood,	2	2	2	1	3	...	...	...	...	...	20	195	595	Sanders.. Sanders.. T. & Ray Mitchell. Clark....
Lanark,	1	6	8	6	2	3	...	...	...	...	50	150	575	do..... San & W Thomp... Allen....
New Hope,	3	4	4	4	4	...	...	...	...	...	35	...	335	do..... M'Guffey M'Guffey Ray..... Cornell... Clark....
Plover, .....	...	...	4	5	1	5	...	...	...	...	40	2,600	3,240	S. & McG Sanders.. Col. & R. M'N & C. Clk & W
Pine Grove,	3	4	8	1	1	...	...	...	...	...	150	300	600	Sanders.. do..... Ray..... Warren... Brown...
Stockton,	7	...	...	5	3	...	...	...	...	...	20	250	720	do..... M'Guffey M'Guffey Davies... M. & M'N ...do.....
Stevens' Point, .....	...	...	...	1	1	...	...	...	...	...	20	20	20	National National. Davies... Monteith Pinneo...
Stevens' Point City,	2	2	2	...	3	...	...	...	...	...	50	5,300	5,550	do..... M'Guffey San. & P. Ray..... Cornell... Clark....
Sharon, .....	...	...	...	4	1	4	...	...	...	...	20	150	650	Sanders.. Sanders.. Ray..... Cornell... Clark....
Total,	18	40	34	48	23	41	...	...	...	...	20	5,300	16172	Sanders.. Sanders.. Ray..... Cornell... Clark....

Bacon,	5	7	6	...	4	1	2	...	...	...	50	600	1,950	Sanders.. P. & W... Davies... Monteith Clark....
Webster,	2	5	5	...	4	1	...	...	...	...	30	1,100	2,090	do..... Thomp... do.....
Rockington,	5	5	5	...	4	...	2	...	...	...	50	2,000	2,770	do..... Sanders, Davies... do.....

Marshall,	1	8	5	6	5	1	20	300	595	M'Guifey M'Guifey Ray	Mitchell, Smith
Orion,	1	8	1	8	1	2	50	250	500	do do do	M&M'N. Pinneo
Richland,	1	5	6	6	8	8	2	2,600	3,050	Nat. & W. N. & M'G. Thomp	Clark
Richwood,	1	8	8	8	2	6	50	300	1,850	M'Guifey M'Guifey Ray	do do Pinneo
Rockbridge,	8	6	6	6	5	1	50	200	700	do do Thomp	Mitchell, Sm. & Cl.
Sylvan,	1	9	7	8	9	.....	20	300	1,245	do do Ray	do Sm. & Pin
Westford,	8	6	4	6	4	2	30	350	877	Sanders, Davies	McNally, Clark
Willow,	2	7	7	7	2	5	50	300	1,200	do do M'G. & S.	do Smith
Total,	18	106	86	99	64	42	1	2,600	15410	M'Guifey M'Guifey Ray	M&M'N. Clark
Rock—											
Avon,	1	7	7	2	5	5	100	300	1,473	M'Guifey M'Guifey Ray	Cornell, Pinneo
Beloit,	4	6	5	5	4	8	25	600	1,825	do do do	do do
Bradford,	4	7	2	5	5	8	40	300	1,290	do do do	do do
Center,	4	2	5	4	4	1	150	800	1,650	Sanders, Sanders	do do
Clinton,	8	4	4	4	7	.....	50	2,500	4,050	do do do	do do
Fulton,	6	8	8	8	4	4	125	2,000	3,775	M'Guifey do	do do
Harmony,	5	8	5	9	.....	.....	40	400	2,140	do M'Guifey	do do
Janesville,	6	5	1	7	8	8	100	500	1,550	Sanders, Sanders	do do
Johnstown,	8	7	7	7	7	1	.....	600	1,800	Sanders, M'Guifey Thomp	do do
Lima,	11	10	11	1	10	.....	250	550	2,882	do Sanders	do Clark
La Prairie,	6	5	4	.....	7	.....	150	500	2,150	do do Colburn	do Pinneo
Milton,	5	5	7	4	2	2	10	550	1,860	M'Guifey M'Guifey Ray	do Clark
Magnolia,	7	5	7	.....	4	8	10	250	735	do do do	do Pinneo
Mark,	8	7	8	8	3	8	10	300	1,055	Sanders, do	do do
Newark,	6	6	5	5	3	1	25	800	1,975	M'Guifey do	do do
Newtown,	6	6	4	4	4	4	25	1,000	3,275	do do do	do do
Porter,	10	10	2	.....	8	1	150	500	2,475	do do do	do do
Rock, Valley,	8	6	5	1	3	5	40	400	2,140	Sanders, Sanders	do do
Spartan,	5	4	4	.....	5	1	100	1,000	2,250	M'Guifey M'Guifey	do do
Union City,	1	7	.....	8	1	8	50	700	2,625	do Wilson	do Warren
Union City, .....	.....	.....	.....	.....	.....	1	1,000	14,000	1,000	do do Ray & Eat	do Greene
Belleville City,	6	5	8	.....	1	4	800	38,000	62,500	Sargent, Par & Wil Rob & Sto	do Cor & War
Total,	2	123	122	100	6	106	22	103,800	121,975	M'Guifey M'Guifey Ray	Cornell, Pinneo

TABLE No. IV.—continued

Counties and Towns.	Total valuation of School Houses.										Kinds of Books used in School.				
	School Houses without Blackboards.	School Houses without Outline Maps.	School House sites less than one acre.	Sites uninclosed.	Log School Houses.	Frame School Houses.	Brick School Houses.	Stone School Houses.	Lowest valuation of School House.	Highest valuation of school House.	Spellers.	Readers.	Arithmetics.	Geographies.	Grammars.
Sr. Croix—															
Cylon,	8	8		8	1	8	8	8	\$200	\$100	1,600	Sanders.	Sanders, Thomp.	Monteith	.....
Eau Galle,	9	9		9	1	1	1	1	276	276	276	M'Guffey	M'Guffey Ray	.....	Wells....
Emerald,	2	2	2	2	1	1	1	1				Sanders.	Sanders, Stoddard	Colton	Emerson
Erin Prairie,	3	4	3	3	3	4	4	4	25	450	925	do	do	do	Pinneo...
Hammond,	1	5	5	5	5	5	5	5	50	600	2,075	do	do	do	Greene...
Hudson City,	1	1	1	1	1	1	1	1	2,500	2,500	2,500	do	do	do	Brown...
Hudson,	1	4	2	3	3	5	5	5	50	500	885	do	do	do	do
Malone,	1	1	1	1	1	4	4	4	100	375	875	do	do	do	do
Pleasant Valley,	2	1	1	3	3	2	2	2	200	600	800	National	Nat & S. Ray	do	Clark....
Richmond,	5	5		8	8	3	3	3		1,900	1,900	Sanders.	do	do	Wells....
Rush River,				2	2	2	2	2	100	300	400	do	Sanders.	Robinson	do
St. Joseph,	2	2	2	2	2	2	2	2	30	300	230	do	do	do	do
Somerset,	4	4	4	4	4	4	4	4	169	300	869	do	do	do	Clark....
Springfield,	1	1	1	1	1	1	1	1	400	400	400	do	do	do	Greene...
Star Prairie,	1	5	2	3	4	4	4	4	60	700	2,100	do	do	do	Clark....
Troy,		3	3	3	3	3	3	3	175	500	565	do	do	do	Wells....
Warren,						1	1	1	200	300	300	do	do	do	do
												do	do	do	do
												do	do	do	do
Total,	6	41	25	23	2	46	46	46	25	2,500	16,650	Sanders.	Sanders.	Davies	McNally, Wells....

Baraboo,.....	1	8	5	5	1	5	75	1,000	1,775	National	Davies	M & McN Clark	
Bear Creek,.....	2	8	8	8	5	3	150	300	775	Sanders	Sanders	do	
Dellona,.....		5	5	4	4	5	70	350	1,250	do	National	Ray	
Excelsior,.....		8	5	6	1	7			940	do	Davies	do	
Freedom,.....		6	5	6	3	8			1,435	National	do	do	
Franklin,.....	2	6	4	6	3	1	2	500	1,435	Sanders	M'Guffey	do	
Fairfield,.....	1	6	6	6	0	0			320	National	do	do	
Greenfield,.....		4	4	3	2	4			1,075	do	do	do	
Honey Creek,.....	1	5	6	3	6	1	1	300	1,199	Sanders	M'Guffey	do	
Ironton,.....	6	6	6	6	5	1	25	800	1,150	do	Sanders	Ray	
Lavalle,.....	8	5	5	5	4	2	80	250	590	do	National	do	
Merrimac,.....		3	6	6	3	5	5	250	465	S & M'G	Davies	do	
New Buffalo,.....		6	5	6	0	1	50	1,200	3,750	Sanders	M'Guffey	do	
Prairie du Sac,.....	4	6	2	1	1	3	140	3,500	3,265	National	do	do	
Reedsburg,.....	1	7	7	4	1	6	5	1,200	2,605	Sanders	do	do	
Sumpter,.....		5	5	5	5	4	100	650	2,150	do	do	do	
Spring Green,.....		6	3	2	4	3	10	400	798	National	do	do	
Troy,.....		7	6	7	2	5	25	500	1,875	Sanders	do	do	
Winfield,.....	1	8	9	8	6	3	1	250	636	do	do	do	
Westfield,.....		6	8	3	3	3	20	100	285	do	do	do	
Washington,.....	8	8	8	8	8		50	100	395	M'Guffey	Ray	do	
Woodland,.....	2	6	5	7	4	3	30	300	955	do	do	do	
Total,.....	11	124	22	125	58	78	8	7	3,500	32,598	National	Davies	M & McN Clark
BAYANAW--													
Richmond,.....				2	1	1	150	800	950	Sanders	Davies	Mitchell	Clark
Shawano,.....		1	1	1	1	1	200	200	200	do	do	Cornell	Pinneo
Waubecheon,.....				2					no rep	Parker	do	Mitchell	Clark
Wartland,.....	1	1	1	1	1	1			do	do	M'Guffey	do	do
Ball Plain,.....				5	2	3	175	175	do	M'Guffey	Sanders	Ray	McNally
Pella,.....	2	8	8	3	3		20	150	270	Sanders	do	Davies	Mitchell
Total,.....	8	5	5	11	9	5	20	800	1,420	Sanders	Davies	Mitchell	Clark

TABLE No. IV—continued.

Counties and Towns.	Kinds of Books used in School.															
	School Houses without Black-boards.	School Houses without Outline Maps.	School House Sites less than one acre.	Sites uninclosed.	Log School Houses.	Frame School Houses.	Brick School Houses.	Stone School Houses.	Highest valuation of school House.	Total valuation of School Houses.	Spellers.	Readers.	Arithmetics.	Geographies.	Grammars.	
SHEBOYGAN—																
Abbott,.....	1	9	7	7	6	7	1	...	\$10 ...	\$200 ...	\$520 ...	M'Guffey	D. & Day	Mt. & M'N	Clark,...	
Greenbush,.....	...	6	8	7	7	1	7	...	50 ...	1,000 ...	2,650 ...	Sanders,	Davies,	McNally,	do.....	
Herman,.....	...	3	4	1	7	...	...	...	5 ...	250 ...	925 ...	do.....	do.....	do.....	do.....
Holland,.....	...	9	10	10	8	9	10	...	10 ...	300 ...	2,115 ...	do.....	do.....	Cornell,	do.....	
Lima,.....	1	6	10	4	10	...	10	...	50 ...	800 ...	2,336 ...	do.....	do.....	McNally,	do.....	
Lyndon,.....	1	10	9	8	2	9	...	...	15 ...	600 ...	1,015 ...	do.....	do.....	do.....	do.....
Mosel,.....	...	2	2	...	...	...	...	...	20 ...	25 ...	70 ...	M'Guffey	M'Guffey	do.....	do.....
Mitchell,.....	3	8	7	7	7	1	...	...	25 ...	325 ...	645 ...	Sanders,	Sanders,	do.....	do.....
Plymouth,.....	...	6	8	7	...	...	...	...	80 ...	400 ...	1,805 ...	do.....	do.....	do.....	do.....
Russell,.....	1	2	1	2	2	...	...	...	50 ...	150 ...	200 ...	do.....	do.....	do.....	do.....
Rhine,.....	...	...	8	6	8	...	...	...	50 ...	250 ...	1,225 ...	do.....	do.....	do.....	do.....
Sheboygan,.....	...	4	8	4	...	4	...	...	50 ...	250 ...	600 ...	M'Guffey	M'Guffey	do.....	do.....
Sheboygan City,.....	...	...	...	...	...	1	1	10000	10000	10000	...	National,	National,	do.....	do.....
Sheboygan Falls,.....	6	6	8	5	1	9	...	...	10 ...	350 ...	1,557 ...	Sanders,	Sanders,	do.....	do.....
Sheboygan Falls Village,.....	...	...	1	...	...	1	...	...	1,000 ...	1,000 ...	...	Wilson,	do.....	do.....	do.....
Scott,.....	7	7	7	...	5	8	...	...	10 ...	350 ...	935 ...	Sanders,	do.....	do.....	do.....
Wilson,.....	6	6	5	6	1	4	1	...	75 ...	200 ...	775 ...	do.....	do.....	do.....	do.....	
Total,	20	77	98	74	39	78	2	...	4 ...	10000 ...	29272 ...	Sanders,	Sanders,	Davies,	McNally,	Clark,...

TREMPEALEAU—

Arcadia,.....	1	2	1	1	1	1	100	500	600	National,.....	National, Davies,...	Monteith Clark,...
Caledonia,.....	1	1	2	3	3	3	50	500	950	Sanders, Nat. & S. Ray,.....	Mt. C. & F.	do.....
Chase,.....	1	1	1	1	1	1	150	150	150	not reported.	.....	do.....
Ettrick,.....	8	8	8	8	2	2	80	100	100	National, National, D. & Ray	Monteith Clark, ...	do.....
Gale,.....	1	4	4	5	2	8	25	400	1,125	M'Guffey	Davies,.....	do.....
Lincoln,.....	3	4	2	4	3	3	50	120	220	Sanders,.....	do.....	Cornell, ...do.....
Preston,.....	1	3	3	3	3	3	150	400	800	do.....	Sanders, ...do.....	Al. & Mon. ....do.....
Sumner,.....	1	2	2	2	2	2	400	500	900	M'Guffey Ray,.....	Cornell... Cl. & Pin.	do.....
Trempealeau,.....	1	7	6	9	8	5	15	3,400	5,150	do.....	National, Davies,...	M'N. & Mo. Clark,...
Total,...	11	27	24	31	6	28	1	3,400	003,400	3,995	Sanders, National, Davies,...	Monteith Clark,...

VERNON—

Bergen,.....	4	5	3	4	1	4	75	220	395	M'G.&W. M'G.&S. Ray,.....	Cornell, Pinneo,...		
Christiana,.....	5	5	4	4	2	2	140	250	1,890	Sanders,	do.....	Monteith ...do.....	
Clinton,.....	2	7	4	6	5	1	15	300	830	Webster, M'Guffey	do.....	Mitchell. ....do.....	
Coon,.....	2	2	2	2	2	2	60	80	140	do.....	do.....	do.....	
Franklin,.....	6	11	5	4	1	5	25	150	1,145	Webster,	do.....	do.....	
Forest,.....	5	5	3	5	6	.....	15	75	230	do.....	do.....	Mitchell, Brown,...
Greenwood,.....	3	3	3	3	5	.....	30	150	290	Sanders,	do.....	Monteith Pinneo,...
Genoa,.....	1	2	3	3	1	2	150	300	650	M'Guffey	do.....	McNally, ...do.....	
Hamburg,.....	3	3	3	3	1	2	50	200	325	do.....	do.....	do.....	
Hillsborough,.....	6	5	5	6	3	4	5	200	580	Sanders,	do.....	McNally, Brown,...	
Harmony,.....	1	5	4	4	3	1	40	100	270	M'Guffey	do.....	Mitchell, Pinneo, ..	
Jefferson,.....	6	6	6	6	2	5	5	300	870	do.....	do.....	do.....	
Kickapoo,.....	5	2	.....	7	3	2	50	250	770	Webster,	do.....	do.....
Liberty,.....	3	3	3	3	2	.....	110	125	235	00	do.....	do.....
Stark,.....	5	6	2	1	5	.....	40	150	408	M'Guffey	do.....	Mitchell, Smith,...
Stirling,.....	3	8	3	8	2	6	1	25	275	1,240	Webster, M'Guffey	do.....	do.....
Union,.....	2	3	2	3	3	.....	50	130	269	M'Guffey	do.....	do.....
Viroqua,.....	9	3	3	9	2	6	10	500	1,603	Webster,	do.....	do.....	
Webster,.....	3	4	4	5	4	1	25	150	311	M'Guffey	do.....	do.....	
Wheatland,.....	4	3	3	4	3	4	50	400	626	Webster,	do.....	do.....	
Whitestown,.....	2	2	1	1	1	1	125	800	425	M'Guffey	do.....	do.....	
Total,.....	46	100	72	90	56	46	1	5	13502	W.& M'G. M'Guffey Ray,.....	Mitchell, Pinneo,...		

TABLE No. IV—continued.

Counties and Towns.	Total valuation of School Houses.										Kinds of Books used in School.					
	School Houses without Blackboards.	School Houses without Outline Maps.	School House sites less than one acre.	Sites uninclosed.	Log School Houses.	Frame School Houses.	Krick School Houses.	Stone School Houses.	Lowest valuation of School House.	Highest valuation of School Houses.	Total valuation of School Houses.	Spellers.	Readers.	Arithmetics.	Geographies.	Grammars.
WALWORTH—																
Bloomfield, .....	.....	7	1	5	.....	7	.....	.....	\$ 100 ..	\$ 430 ..	2, 010 ..	Sanders..	Sanders..	Thomp...	M. & Cor	Wis. & C.
Darien, .....	.....	4	7	6	.....	6	3 ..	.....	75 ..	2, 000 ..	3, 875 ..	M'Guffey	M'Guffey	Ray	Cornell...	Clark....
Delavan, .....	.....	4	6	2	.....	5	1 ..	.....	150 ..	2, 000 ..	3, 800 ..	Sanders..	do.....	Davies..	Monteith	Greene..
East Troy,	1	1	6	7	.....	6	.....	.....	.....	1, 400 ..	3, 750 ..	do.....	Sanders..	Thomp...	Cornell...	Clark....
Elkhorn, .....	.....	1	.....	.....	.....	.....	.....	.....	1, 200 ..	1, 200 ..	1, 200 ..	Par. & W	Par. & W	Eaton ..	do.....	do.....
Geneva, .....	.....	5	5	1	.....	.....	.....	.....	20 ..	1, 400 ..	3, 045 ..	Sanders..	Sanders..	Davies..	do.....	Greene..
Hudson,	1	8	11	4	.....	7	.....	.....	100 ..	300 ..	1, 950 ..	do.....	do.....	Thomp...	do.....	Wis. & C.
La Fayette, .....	.....	6	8	7	.....	7	.....	.....	25 ..	900 ..	1, 865 ..	do.....	do.....	do.....	do.....	Pinneo..
La Grange, .....	.....	6	7	7	.....	7	.....	.....	25 ..	700 ..	2, 397 ..	do.....	do.....	do.....	McNally	Clark....
Linn, .....	.....	7	7	7	.....	8	.....	.....	50 ..	600 ..	2, 397 ..	do.....	do.....	do.....	Cornell..	Wells....
Richmond, .....	.....	8	8	8	.....	8	.....	.....	60 ..	600 ..	2, 250 ..	M'Guffey	M'Guffey	Ray	do.....	Brown...
Sharon, .....	.....	11	9	7	.....	9	2 ..	.....	40 ..	1, 200 ..	3, 845 ..	Sanders..	Sanders..	Thomp...	do.....	Pinneo..
Spring Prairie, .....	.....	5	8	6	.....	9	.....	.....	10 ..	1, 500 ..	3, 045 ..	Sanders..	Sanders..	Thomp...	Cornell...	Clark....
Sugar Creek, .....	.....	6	6	5	.....	6	.....	.....	50 ..	200 ..	875 ..	do.....	do.....	do.....	do.....	do.....
Troy, .....	.....	5	7	5	.....	6	.....	.....	75 ..	600 ..	2, 100 ..	do.....	do.....	do.....	do.....	do.....
Walworth, .....	.....	7	7	7	.....	6	1 ..	.....	40 ..	600 ..	2, 540 ..	do.....	do.....	do.....	do.....	Pinneo..
Whitewater, .....	.....	6	6	5	.....	6	.....	.....	75 ..	4, 000 ..	5, 125 ..	do.....	do.....	do.....	do.....	Clark....
Total,	2	105	108	87	4	110	11	7	104, 000 ..	44797 ..	44797 ..	Sanders..	Sanders..	Thomp...	Cornell...	Clark....

WASHINGTON—

Addison.....	8	5	8	6	1	1	20	850	1,455	M'Guffey	Ray	Monteith	Pineo,
Barton.....	4	6	0	2	3	1	50	450	960	Sanders,	Davies,	do	Wells,
Erin.....	4	4	5	5	5	5	50	200	620	M'Guffey	Ray,	do	McNally,
Farmington.....	1	2	4	2	5	1	15	500	1,980	do	Sanders,	do	do
German town.....	3	10	2	5	8	8	125	800	3,380	do	do	Davies,	Monteith
Hartford.....	6	7	6	3	6	6	1	1,200	3,522	do	Ray,	Cornell,	Pin. & C.
Jackson.....	1	2	10	9	9	25	25	52	287	Webster	do	do	Monteith
Kewaskum.....	1	2	10	9	9	25	25	52	287	Webster	do	do	Monteith
Polk.....	8	11	9	7	4	1	20	415	2,065	Sanders,	Davies,	do	Clark,
Richfield.....	1	1	6	7	8	5	5	80	400	do	do	do	do
Trenton.....	1	1	9	1	7	1	1	300	1,901	do	Ray,	do	Brown
Wayne.....	8	8	7	8	7	10	10	200	635	M'Guffey	Davies,	do	Clark,
West Bend.....	9	9	9	2	2	2	20	1,500	2,070	M'Guffey	Ray,	do	Smith
										Sanders,	Dav. & R	Mon. & M	Wls. & O.
Total.....	7	39	92	56	36	26	1	1,500	20,094	Sanders,	Ray & D.	Monteith	Clark.....

WATERBURY—

Breckfield.....	7	9	8	1	8	2	40	300	2,865	Sanders	Thomp	Cornell	Brown
Danfield.....	6	7	4	1	6	6	30	600	1,980	do	do	do	Clark
Engle.....	2	4	5	1	4	1	850	2,400	4,800	do	do	do	do
Kenosha.....	3	7	6	1	4	1	50	800	2,400	do	do	do	do
Labon.....	3	7	1	5	1	5	25	300	875	do	do	do	Bullion
Genomonee.....	3	7	8	5	2	2	20	550	2,075	do	do	do	Clark
Genon.....	2	6	5	1	5	1	40	1,100	3,140	do	do	do	Brown
Watwonago.....	4	7	5	1	6	1	100	3,500	5,200	do	Day & R	do	Clark
Waukego.....	7	6	7	7	7	7	40	800	1,480	Webster	M'Guffey	Gr. & Cl	do
New Berlin.....	2	7	7	8	1	6	100	880	1,730	Sanders	Thomp	Cornell	Brown
Oconomowoc.....	6	6	5	5	6	3	100	2,500	4,750	do	do	do	Clark
Oshawa.....	1	4	5	5	4	2	200	500	1,600	do	do	Colton	do
Ozaukee.....	4	8	7	7	8	1	50	2,000	4,000	do	do	Cornell	Greene
Pewaukee.....	5	4	2	4	2	4	100	1,000	3,950	Wilson	do	do	Clark
Summit.....	7	7	7	7	6	1	25	800	1,775	San. & W	do	do	W. B & C
Waukegan.....	6	7	6	6	8	2	50	9,000	11,575	do	do	do	Gr. & Pin
Total.....	3	78	100	95	8	90	10	9,000	54,175	Sanders	Thomp	Cornell	Clark

TABLE No. IV—continued.

Counties and Towns.	School Houses without Blackboards.	School Houses without Outline Maps.	School House sites less than one acre.	Sites uninclosed.	Log School Houses.	Frame School Houses.	Brick School Houses.	Stone School Houses.	Lowest valuation of School House.	Highest valuation of School Houses.	Total valuation of School Houses.	Kinds of Books used in School.					
												Spellers.	Readers.	Arithmetics.	Geographies.	Grammars.	
WAUPACCA—																	
Bear Creek,.....	1		1	2	2	1	1	...	50	60	110	S. & McG. Sanders..	S. & McG. Sanders..	D. & Ray Thompson..	Ray Cornell...	Pinneo..	
Caledonia,.....		5	4	4	4	1	1	...	50	150	500	Sanders..	Sanders..	Thomp..	McNally..	Clark...	
Dayton,.....			4	6	6			100	100	800	1,200	do.....	do.....	do.....	Cornell...	do.....	
Farmington,.....	1	6	6	7	1	6		8	8	300	890	do.....	do.....	do.....	do.....	do.....	
Helvetia,.....		2	1	1	1	1		90	90	150	240	do.....	Wil. & S. do.....	do.....	do.....	do.....	
Iola,.....		4	2	2	2	2		25	25	400	680	do.....	Wilson... do.....	do.....	Al. & Sm do.....	do.....	
Larabee,.....		1	1	1	1	1		25	25	25	25	Webster Sanders..	Sanders..	Colburn..	Cornell...	do.....	
Lebanon,.....		4	6	6	6	6		...	...	...	719	Sanders..	M'Guffey Thompson..	do.....	do.....	Pinneo..
Lind,.....		8	6	6	6	2	5	...	1	300	978	do.....	Sanders..	do.....	Cor. & Sm.	Clark..	
Little Wolf,.....		6	4	4	4	1	1	...	30	300	460	do.....	do.....	do.....	Cornell...	do.....	
Matteson,.....	1	2	2	2	2	1	1	...	50	100	150	do.....	do.....	do.....	Ray.....	Mitchell..	
Mukwa,.....		5	1	4	1	4	5	...	25	700	1,575	do.....	do.....	M'Guffey Thompson..	Cornell...	do.....	
Royalton,.....		4	6	5	1	4	4	...	30	400	1,130	do.....	Sanders..	do.....	do.....	Clark...	
Scandinavia,.....		6	5	...	3	3	8	...	80	150	640	Wilson... do.....	Wilson... do.....	do.....	do.....	do.....	
St. Lawrence,.....		8	4	8	2	1		25	25	200	325	Sanders..	Sanders..	do.....	do.....	do.....	
Union,.....		1	4	4	4			25	25	150	395	do.....	do.....	do.....	do.....	do.....	
Waupaca,.....		8	5	6	1	4		25	25	500	1,100	do.....	do.....	do.....	Smith...	do.....	
Weyauwega,.....		8	7	7	1	8		25	25	400	2,050	do.....	do.....	do.....	Cornell...	do.....	
Total,.....	3	68	70	65	35	43	...	...	1	500	13102	Sanders..	Sanders..	Thoma...	Cornell...	Clark...

WAUSEHARA—

Aurora	7	5	4	2	4	50	550	1,300	Sanders	Sanders	Ray	M'N & M. Clark
Bloomfield	1	5	5	3	2	25	210	645	do	do	do	Bullion
Coloma	2	4	4	1	3	10	800	710	do	do	do	Clark
Dakota	3	2	3	8	3	25	300	625	M'Guffey	do	do	Mitchell
Deerfield	3	1	2	1	2	25	100	200	Sanders	do	do	Monteith
Hancock	1	5	5	2	3	06	200	670	do	do	do	do
Leon	7	2	4	4	4	25	320	1,020	M'Guffey	Wil & S	do	do
Marion	6	6	6	2	4	25	300	975	Sanders	M'Guffey	Ray & D	Pin & C
Mt. Morris	1	6	5	1	5	25	230	635	M'Guffey	Sanders	Davies	do
Oasis	5	4	4	4	1	15	300	655	Sanders	M'Guffey	Ray	Clark
Plainfield	6	1	1	7	7	10	500	1,085	do	do	Thomp	do
Poyissippi	2	4	5	4	2	50	300	350	do	do	Ray	Monteith
Rose	5	3	5	2	3	30	300	730	S & Nat	Ray & D	Cor & Mo	do
Richford	4	3	4	3	1	50	300	475	Sanders	Davies	do	do
Springwater	4	6	6	3	3	18	250	590	do	do	do	Monteith
Saxeville	4	6	6	3	3	10	1,000	1,200	do	do	Davies	Pinneo
Wautoma	5	5	5	3	2	50	150	400	S & M'G	S & Wil	Say & D	Clark
Warren	7	78	74	82	54	06	1,000	12215	Sanders	Sanders	Ray	Cl & Pin
Total	7	78	74	82	54	06	1,000	12215	Sanders	Sanders	Ray	Monteith

WINTERBAGO—

Algoma	3	4	1	1	4	350	350	800	Sanders	Sanders	Davies	M'Nally
Black Wolf	3	5	6	2	3	50	400	740	M'Guffey	M'Guffey	Ray	Clark
Clayton	8	6	7	1	7	50	1,874	1,874	do	do	Davies	Pinneo
Menasha	5	3	2	2	2	50	6,000	7,350	do	do	D & Rob	Clark
Neenah	2	2	2	2	2	50	1,500	2,175	Sher & S	M'G & S	Davies	do
Nepeskin	4	3	3	3	6	150	275	1,475	Sanders	Sanders	Ray	do
Nekoosh	8	5	5	5	6	25	350	1,075	M'Guffey	M'P & W	Ray & D	Pin & Cl
Nemadji	6	7	6	3	5	60	400	1,310	do	do	M'Guffey	Clark
Oakosh City	6	7	6	6	6	11500	11500	11500	National	Davies	do	do
Ontonagon	7	8	6	1	1	50	2,400	4,065	Sanders	do	do	do
Poygan	5	4	5	3	8	200	400	400	M'Guffey	M'Guffey	Ray	do
Pushford	7	9	8	1	8	10	3,000	4,960	do	do	do	do
Rushford	8	4	2	6	6	150	425	1,725	Sanders	Sanders	Davies	do
Superior	1	6	1	1	5	10	200	535	M'Guffey	M'Guffey	Ray	Cl & Pin

TABLE No. IV—Continued.

Counties and Towns.	Kinds of Books used in School.															
	School Houses without Blackboards.	School Houses without Outline Maps.	School House sites less than one acre.	Sites uninclosed.	Log School Houses.	Frame School Houses.	Brick School Houses.	Stone School Houses.	Lowest valuation of School House.	Highest valuation of School House.	Total Valuation of School Houses.	Spellers.	Readers.	Arithmetics.	Geographies.	Grammars.
WINNEBAGO—continued.																
Winchester.....	.....	.....	4	6	5	5	1	1	50	350	925	M'Guffey	M'Guffey	Davies.....	do	Clark.....
Wolf River.....	.....	.....	.....	.....	4	4	3	4	50	200	495	Sanders.....	Thomp.....	do	do	Clark.....
Winneconne.....	.....	.....	4	5	5	1	4	4	100	200	900	M'Guffey	M'Guffey	Ray & D.....	do	Clark.....
Total.....	9	59	82	69	17	77	5	4	103,000	42304	M'Guffey	M'Guffey	Ray.....	M'Nally.....	Clark.....	
WOOD—																
Centralia.....	.....	.....	1	2	.....	.....	2	2	300	650	950	M'Guffey	M'Guffey	Ray.....	M'Nally.....	Pinneo.....
Pexter.....	.....	.....	.....	.....	.....	.....	1	1	400	400	400	do	do	Colburn.....	Mitchell.....	do
Grand Rapids.....	1	3	1	1	.....	.....	3	3	200	3,000	3,500	do	do	Ray.....	do	do
Rudolph.....	1	2	1	2	1	1	1	1	50	150	200	do	do	do	do	do
Springfield.....	.....	.....	2	1	2	1	1	1	50	250	300	Town.....	do	do	do	Clark.....
Saratoga.....	.....	.....	3	3	3	3	3	3	200	400	800	M'Guffey	do	do	do	Pinneo.....
Sigel.....	.....	.....	.....	1	1	1	1	1	.....	.....	.....	do	do	do	do	do
Seneca.....	.....	.....	.....	1	.....	.....	1	1	450	450	450	do	do	do	do	do
Total.....	2	11	10	8	3	13	.....	50	3,000	6,600	M'Guffey	M'Guffey	Ray.....	Mitchell.....	Pinneo.....	

TABLE NO. IV.—RECAPITULATION.

Names of Counties.	Kinds of Books used in school.									
	School Houses without Blackboards.	School Houses without Outline Maps.	School House sites less than one acre.	Sites uninclosed.	Log School Houses.	Frame School Houses.	Brick School houses.	Stone school houses.	Lowest valuation of school house.	Highest valuation of school house.
Total valuation of school houses.										
Spellers.										
Readers.										
Arithmetics.										
Geographies.										
Grammars.										
Dams,.....	4	51	53	56	28	40	.....	.....	500	8,730
land,.....	.....	.....	1	.....	.....	2	.....	.....	1,000	1,300
wn,.....	19	25	62	43	40	20	1	1	3,500	15,180
alo,.....	3	13	12	15	17	7	1	.....	1,500	7,298
met,.....	10	50	43	47	34	19	1	.....	400	7,011
opewa,.....	10	22	15	17	9	12	.....	56	1,500	4,131
.....	8	9	9	8	7	3	.....	25	.....	1,327
bin,.....	6	106	113	114	23	114	.....	50	250	41,494
ayford,.....	84	71	56	66	44	26	5	30	6,000	17,232
Dave,.....	16	178	184	176	51	138	15	5	4,000	76,532
Dodge,.....	9	122	156	112	41	137	10	9	3,500	69,589
Dodge,.....	3	13	15	15	15	5	.....	15	10,000	3,381
Door,.....	.....	.....	3	2	1	2	.....	100	400	800
Douglas,.....	8	21	15	21	7	12	.....	10	1,200	4,806
Dunn,.....	3	25	26	18	7	16	.....	2	1,000	4,747
Dun,.....	6	102	140	99	33	128	3	5	4,200	45,950
Eau du Lac,.....	10	148	111	121	48	108	11	13	8,000	65,233
Ford,.....	9	84	96	90	26	66	8	17	1,500	28,211
Green,.....	6	52	52	55	11	57	.....	2	2,000	16,716
Green,.....	8	99	65	100	30	65	3	12	1,500	34,939
Green,.....	6	34	26	29	12	24	.....	10	1,800	8,006
Green,.....	.....	.....	.....	.....	.....	.....	.....	50	4,800	88,860
Green,.....	6	87	112	108	32	68	33	.....	.....	.....

TABLE NO. IV.—RECAPITULATION—continued.

Counties and Towns.	Total valuation of School Houses.										Kinds of Books used in School.				
	School Houses without Blackboards.	School Houses without Outline Maps	School Houses sites less than one acre.	Sites uninclosed.	Log School Houses.	Frame School Houses.	Brick Houses.	Stone Houses.	Lowest valuation of School Houses.	Highest valuation of School Houses.	Spellers.	Readers.	Arithmetics.	Geographies.	Grammars.
Juneau,	13	72	57	56	44	31	.....	.....	\$10	\$2,700	\$ 15, 153 M'Guffey	M'Guffey	Ray	McNally.	Pinneo
Kenosha, .....	.....	47	59	48	1	60	4	1	1	15, 000	41, 118 Sanders..	Sanders..	D & Th...	do.....	Clark....
Keweenaw,	3	14	15	15	26	6	.....	.....	20	900	3, 866 M'Guffey	do.....	Ray	Cornell.	Wells...
La Crosse,	9	50	41	43	7	45	4	.....	50	5, 000	21, 267 do.....	M'Guffey	do.....	Monteith	Clark....
La Fayette,	19	89	57	78	14	69	3	14	10	1, 000	23, 187 Webster.	do.....	do.....	M'Nally.	Pin & Cl.
La Pointe, .....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	Sanders..	do.....	Davies	Mit&Cor.	Gr & Bul
Manitowoc,	27	68	81	93	64	35	.....	.....	10	2, 000	17, 658 do.....	Sanders	Ray	Monteith	Wells...
Marathon,	8	28	17	21	23	8	.....	.....	10	800	7, 940 do.....	do.....	Davies	do.....	Clark....
Marquette,	8	51	42	50	28	24	.....	.....	8	1, 200	9, 869 do.....	do.....	Ray	Cr & Mit	do.....
Milwaukee,	1	29	72	40	14	52	9	1	10	13, 000	93, 005 M'Guffey	M'Guffey	do.....	Monteith	Pin & Gr
Monroe,	16	46	72	65	28	58	1	.....	08	1, 800	16, 287 Sanders.	Sanders..	do.....	N & McN	Clark....
Monto,	2	7	6	11	2	11	.....	.....	100	1, 500	6, 040 Town....	M'Guffey	do.....	Cornell.	Pinneo...
Oconto,	4	58	52	51	29	38	1	.....	10	5, 600	13, 151 M'Guffey	do.....	do.....	M'Nally.	Clark....
Ontonagon,	4	26	54	50	41	14	3	.....	5	4, 000	15, 840 Sanders.	Sanders.	Davies...	M & M'N	do.....
Ossauke,	2	11	15	12	7	8	.....	.....	1	1, 000	4, 525 do.....	do.....	do.....	Mitchell.	Pinneo...
Pekin,	6	29	25	25	9	23	.....	.....	30	2, 500	10, 084 do.....	do.....	do.....	Robinson	Clark....
Pierre,	9	16	10	17	8	8	.....	.....	10	800	4, 190 Pr & Wt.	Pr & Wt.	Davies	do.....	Brown...
Polk,	18	40	34	48	23	41	.....	.....	20	6, 800	16, 172 Sanders.	Sanders..	Ray	Cornell.	Clark....
Portage, .....	.....	58	78	54	.....	67	10	5	20	2, 000	60, 400 do.....	S P & W	Davies	M & Cor.	do.....
Racine,	18	106	86	99	64	42	.....	.....	1	2, 500	18, 410 M'Guffey	M'Guffey	Ray	M & M.	do.....
Richland,	2	123	122	100	6	106	22	26	25	1088, 000	121, 975 do.....	do.....	do.....	Cornell.	Pinneo...
Rock,	6	41	25	88	2	46	.....	.....	.....	2, 500	16, 650 Sanders.	Sanders..	Davies	M'Nally.	Wells...

Sauk,	11	124	122	125	58	78	8	7	1 00	3, 500	33, 598	Sanders, National, Ray,	Mont & McAl Clark,
Shawanaw,	3	5	5	11	9	5	.....	.....	20 00	800	1, 420	.....	Mitchell, ...do.....
Sheboygan,	20	77	98	74	39	73	2	.....	5 00	10, 000	29, 272	.....	M'Nally, ...do.....
Trempealeau,	11	27	24	31	6	23	1	.....	15 00	3, 400	9, 995	.....	Monteith ...do.....
Vernon,	46	100	72	90	55	46	.....	.....	5 00	500	13, 362	.....	Mitchell, Pinneo, ..
Walworth,	2	105	108	87	4	110	11	7	10	4, 000	44, 797	Sanders, Ray,	Mitchell, Clark,
Washington,	7	39	92	56	66	28	10	2	1 00	1, 500	20, 094	.....	Mont & McAl ...do.....
Waukesha,	3	73	100	95	8	90	10	10	20 00	9, 000	54, 175	.....	Cornell, ...do.....
Waupaca,	3	68	70	65	35	43	.....	.....	1 00	500	13, 162	.....	.....do.....do.....
Wausara,	7	73	73	74	32	54	.....	.....	06	1, 000	12, 215	.....	Mitchell, ...do.....
Winnebago,	9	59	82	69	17	77	5	4	10	6, 000	42, 304	M'Guffey	McNally, ...do.....
Wood,	2	11	11	8	3	13	.....	.....	50 00	3, 000	6, 600	.....	Mitchell, Pinneo, ..
Total,	493	3078	3327	3106	1298	2495	192	183	03	38, 000	1, 323, 753	Sanders, Ray,	Mont & McAl Clark, ...

TABLE NO. V.

Counties.	No. Select and Private Schools.	No. of Pupils reported attending the same.	No. of Libraries in the County.	No. of Volumes in the same.	No. of Volumes purchased this year.	No. of Volumes loaned this year.
Adams,	2	150	4	76	1	.....
Ashland, .....	.....	.....	.....	.....	.....	.....
Brown,	5	88	5	542	20	110
Buffalo,	1	20	.....	.....	.....	.....
Calumet,	1	no report	11	333	11	183
Chippewa, .....	.....	.....	.....	.....	.....	.....
Clark,	1	8	.....	.....	.....	.....
Columbia,	6	250	37	1,476	18	1,070
Crawford,	1	24	2	48	.....	.....
Dane,	5	84	32	1,525	32	305
Dodge,	13	585	48	3,065	33	1,610
Door, .....	.....	.....	.....	.....	.....	.....
Douglas,	1	20	.....	.....	.....	.....
Dunn, .....	.....	.....	.....	.....	.....	.....
Eau Claire,	1	50	.....	.....	.....	.....
Fond du Lac,	15	643	58	1,659	31	644
Grant,	6	417	9	529	1	476
Green,	2	44	11	905	1	190
Green Lake,	4	52	31	1,047	10	623
Iowa,	3	89	10	368	.....	78
Jackson, .....	.....	.....	.....	.....	.....	.....
Jefferson,	10	407	40	1,122	.....	255
Juneau,	1	20	1	20	.....	.....
Kenosha, .....	.....	.....	60	1,494	.....	953
Kewaunee, .....	.....	.....	.....	.....	.....	.....
La Crosse,	6	300	3	142	.....	136
La Fayette,	6	236	12	685	328	623
La Pointe, .....	.....	.....	.....	.....	.....	.....
Manitowoc,	5	259	7	904	37	312
Marathon, .....	.....	.....	.....	.....	.....	.....
Marquette,	4	100	9	283	.....	142
Milwaukee,	32	3,984	33	1,208	40	669
Monroe, .....	.....	.....	.....	.....	.....	.....
Oconto, .....	.....	.....	.....	.....	.....	.....
Outagamie, .....	.....	.....	5	231	.....	93
Ozaukee,	8	290	27	1,327	50	689
Pepin,	2	80	.....	.....	.....	.....
Pierce,	1	25	.....	.....	.....	.....

TABLE No. V—concluded.

Counties.	No. Select and Private schools.	No. of Pupils reported attending the same.	No. of Libraries in the county.	No. of Volumes in the same.	No. of Volumes purchased this year.	No. of Volumes loaned this year.
Polk,.....						
Portage,.....	1	20	4	391		612
Racine,.....	6	290	46	2,690	9	2,016
Richland,.....	3	117	6	198		78
Rock,.....	10	unknown	49	2,215	62	1,556
St. Croix,.....						
Sauk,.....	11	395	33	1,244	20	749
Shawanaw,.....			2	30	7	17
Sheboygan,.....	9	490	46	1,483	40	258
Trempealeau,.....	1	15	5	186		194
Vernon,.....	3	120	1	10		
Walworth,.....	8	309	39	1,183		301
Washington,.....	6	320	47	1,037	18	288
Waukesha,.....	11	233	39	1,196	14	1,067
Waupaca,.....	2	26				
Waushara,.....			1	50		
Winnebago,.....	4	130	6	424		70
Wood,.....	3	not rep				
Total,.....	220	10,640	779	34,339	783	16,362



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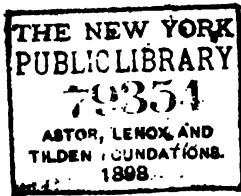
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SIXTEENTH ANNUAL REPORT
—
OF THE
SUPERINTENDENT
OF
PUBLIC INSTRUCTION
OF THE
STATE OF WISCONSIN
FOR
THE YEAR ENDING AUGUST 31, 1864

By JOHN G. McMYNN,
SUPERINTENDENT OF PUBLIC INSTRUCTION

MADISON, WIS.,
ATWOOD & RUBLEE, STATE PRINTERS.
1865.



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
MADISON, December 10, 1864.

To His Excellency, JAMES T. LEWIS,

Governor of Wisconsin:

SIR:—I have the honor, herewith to submit the Sixteenth Annual Report from this Department.

I am very respectfully,

Your obedient servant,

JNO. G. McMYNN,

Superintendent of Public Instruction.

ANNUAL REPORT.

To the Legislature of Wisconsin :

GENTLEMEN :—In compliance with the requirements of law, the following report is respectfully submitted, for the year ending August 31st, 1864.

The law provides that the State Superintendent "shall prepare in each year a report, to be submitted to the Legislature, on or before the tenth day of December in each year, containing—

1. An abstract of all the Common School reports received by him from the several County Superintendents of Schools.
2. A statement of the condition of the Common Schools of this State.
3. Estimates and accounts of the expenditures of the school moneys.
4. Plans for the improvement and management of the Common School Fund, and for the better organization of the Common Schools. And—
5. All such matters relating to his office, and the Common Schools of the State, as he shall deem expedient to communicate."

The following summary of the reports received from County Superintendents for 1862-3 and 1863-4, will present the subjects of attendance, taxes, teachers, etc., in an intelligible manner.

SUMMARY.

	1862-3.	1863-4.	Increase.	Decrease.
Population of the State, 1864, (estimated).....	.....	885,073	.....	.....
Number of counties reporting.....	56	56	.....	.....
Number of towns reporting.....	771	772	1	.....
Number of towns not reporting.....	1	5	4	.....
Number of whole districts.....	3,883	4,072	189	.....
Number of parts of districts.....	1,842	1,980	88	.....
Number of districts reckoning 2½ parts as equal to one whole district.....	4,702	4,980	229	.....
Number of districts not reporting.....	161	174	18	.....
Number of parts of districts not reporting.....	122	127	5	.....
Whole number of districts unreported.....	215	231	18	.....
Number of male children between 4 and 20 years of age.....	164,100	164,960	2,750	.....
Number of female children between 4 and 20 years of age.....	166,865	165,066	6,191	.....
Total number of children between 4 and 20 years of age.....	330,965	339,906	8,941	.....
Excess of males over females.....	7,235	3,794	.....	3,441
Number of districts maintaining school more than one term.....	3,368	3,467	99	.....
Number of male teachers employed during winter term.....	1,813	1,621	.....	191
Number of female teachers employed during winter term.....	2,531	2,758	227	.....
Number of male teachers employed during summer term.....	353	308	.....	45
Number of female teachers employed during summer term.....	2,765	3,871	106	.....
Number of different persons employed in teaching during the year.....	7,408	7,585	182	.....
Number who have had experience as teachers previous to this year.....	5,976	6,242	266	.....
Number of pupils registered during winter term.....	170,566	168,909	.....	658
Whole number of day's attendance during winter term.....	8,014,444	7,829,986	.....	184,458
Number of pupils registered during summer term.....	144,628	150,682	6,056	.....
Whole number of day's attendance during summer term.....	5,776,285	5,984,519	208,234	.....
Number of pupils attending during the year.....	215,163	211,119	.....	4,044
Whole number of day's attendance during the year.....	13,790,729	13,814,505	23,776	.....
Average length of winter term — days.....	61	63½	2½	.....
Average length of summer term — days.....	59	57	.....	2

Number of day's possible attendance.....	21,278,361	23,445,328	2,369,967	.....
Number of day's actual attendance.....	13,790,729	13,914,505	23,776	.....
Percentage of attendance of number registered.....	65	58	.....	7
Percentage of attendance of number entitled to school privileges.....	44	83	.....	11
Number of children under 4 years of age who have attended school.....	1,837	1,716	.....	131
Number over 20 years of age who have attended school.....	1,443	1,318	.....	125
Number of select and private schools.....	220	236	16	.....
Number of pupils reported attending the same.....	10,440	12,063	1,923	.....
Average wages paid male teachers per month during winter term.....	\$26 56	\$30 02	\$3 46	.....
Average wages paid female teachers per month during winter term.....	17 62	19 72	2 10	.....
Average wages paid male teachers per month during summer term.....	30 04	34 77	4 78	.....
Average wages paid female teachers per month during summer term.....	16 27	19 14	2 87	.....
Average wages per month paid male teachers for the year.....	27 11	32 39	6 28	.....
Average wages per month paid female teachers for the year.....	16 81	19 43	2 62	.....
State fund apportioned during the year.....	\$135,761 96	\$150,974 07	\$15,212 11	.....
Tax levied by county boards of supervisors.....	128,174 42	133,141 21	4,966 79	.....
Tax levied by towns.....	67,893 47	74,826 64	6,989 17	.....
District taxes for teachers' wages.....	334,446 85	415,884 47	81,437 62	.....
District taxes for school houses.....	73,755 37	99,291 86	25,536 49	.....
District taxes for maps, charts, etc.....	2,446 75	2,980 18	543 43	.....
District taxes for other purposes.....	73,082 14	95,725 42	22,643 28	.....
Total amount of taxes raised.....	679,798 94	821,859 78	142,060 84	.....
Total amount of money expended for school purposes.....	815,458 93	972,863 85	.....	.....
Number of stone school houses.....	183	186	3	.....
Number of brick school houses.....	192	198	6	.....
Number of frame school houses.....	2,495	2,553	58	.....
Number of log school houses.....	1,298	1,249	.....	49
Total number of school houses.....	4,168	4,186	18	.....
Number of school house sites containing less than one acre.....	3,327	3,177	.....	150
Number of school house sites uninclosed.....	3,106	3,147	41	.....
Number of school houses without outline maps.....	3,078	3,082	.....	96
Number of school houses without black-boards.....	403	570	77	.....

Summary.—continued.

	1862-3.	1863-4.	Increase.	Decrease.
Average valuation of school houses.....	\$318 00	\$355 44	\$37 44	.....
Highest valuation of any school house.....	38,000 00	32,000 00	.....	\$16,000 00
Lowest valuation of any school house.....	03	01	.....	02
Total valuation of school houses.....	1,326,753 00	1,487,495 33	160,742 33	.....
Number of district libraries.....	779	753	.....	26
Number of volumes in the same.....	84,339	28,475	.....	5,864
Number of volumes purchased this year.....	783	499	.....	284
Number of volumes loaned this year.....	16,362	12,385	.....	3,977

The following towns are unreported this year :

Chamber's Island, Door County.

Liberty grove, Door County.

Eaton, Monroe County.

McClelland, Wood County.

Eau Galla, St. Croix County.

Reports sent in, after the annual report from this office is published, are received upon affidavit that the delay was unavoidable, and such reports are incorporated in the reports from towns or counties with which they properly belong. It is the duty of all school officers receiving reports to acknowledge their reception by return mail, and if such acknowledgment is not promptly made, it is the duty of the officer sending the report to write to inquire if the report has been received.

SCHOOL CHILDREN.—The number is nearly 3 per cent. greater than last year. This is the least increase in per centage since the State was organized.

SCHOOL ATTENDANCE—During the past year the attendance has fallen off. The per centage of attendance of number registered is 58.

The following table showing the attendance since 1849, although not strictly reliable, may be of interest :

Years.	Per cent. of Attendance.	Years.	Per cent. of Attendance.
1849 estimated.....	44	1857 calculated....	60
1850...do.....	67	1858....do.....	63
1851...do.....	70	1859 estimated....	65
1852...do.....	71	1860 calculated....	67
1853...do.....	69	1861....do.....	65
1854 calculated....	65	1862...do.....	64
1855...do.....	65	1863....do.....	65
1856...do.....	64	1864....do.....	58

There is a decrease in attendance of number registered of 7 per cent. since last year. The per centage of attendance of the whole number entitled to school privileges is, for this year, 83. This is 11 per cent. less than last year. This fact ought to attract the attention of all. It is well to urge parents to manifest greater interest in their schools, and to call upon all classes of citizens to aid in securing a more general and regular attendance. It may be best to enforce attendance by law, and to apportion the public money on the basis of actual attendance; but of this we may be certain, *our schools will never do their legitimate work until we improve the character and increase the qualifications of our teachers.*

TEACHERS.—Of the 7,585 teachers employed during the past year, it is ascertained from data furnished in the special reports of County Superintendents, that the number holding certificates of different grades is as follows :

Number holding limited third grade certificates,.....	824
..do.....do....third grade certificates,.....	8, 257
..do.....do....second.....do.....	377
..do.....do....first.....do.....	127
Total,.....	7, 585

By reference to the following sections of the school law relating to Teachers' Certificates, an idea of the attainments of the teachers employed may be attained :

TEACHERS' CERTIFICATES.

Sec. 100. Every applicant for a situation as a Teacher in any of the Common Schools of this State, shall be examined by the County Superintendent of Schools of his county, in regard to moral character, learning, and ability to teach, and, if found qualified, shall receive a certificate as hereinafter provided.

Sec. 101. There are hereby established three grades of Teachers' Certificates, to be known as certificates of the first, second and third grade, respectively, as the case may be. Each certificate shall show the branches of study in which the holder has been examined, also the relative attainment of the applicant in each.

Sec. 102. Every applicant for a Certificate of the Third Grade, shall be examined in Orthoepey, Orthography, Reading, Penmanship, Intellectual and Written Arithmetic, Primary Grammar and Geography, and if found qualified, shall receive a Certificate which shall entitle the holder to teach in the town for which he applies, and which shall be in force for one year from the date thereof; and each County Superintendent may issue Third Grade Certificates for a less period than one year; and for a particular district, whenever he is satisfied that the applicant is qualified to teach in such district, and is not qualified to teach in every district of the town for which he is licensed.

Sec. 103. Every applicant for a Certificate of the Second Grade, shall be examined in all the branches required for a Certificate of the Third Grade, and in Addition thereto, in Grammatical Analysis, Physiology, Physical Geography, Elementary Algebra, United States History, and Theory and Practice of Teaching, and if found qualified, shall receive a Certificate which shall entitle the holder to teach in any town in the county in which he is examined, and which shall be in force for one year from the date thereof.

Sec. 104. Every applicant for a Certificate of the First Grade, shall be examined in all the branches in which applicants for Certificates of the second and third grades are examined, and in addition thereto, in Higher Algebra, Natural Philosophy, and Geometry, and if found qualified, shall receive a certificate which shall entitle the holder to teach in any town in the county in which he is examined, and which shall be in force for two years from the date thereof.

The teachers employed in the cities, not under the supervision of the County Superintendents, are not examined by them, and the above figures may be very slightly changed, when they are included.

It appears that about 93 per cent of those employed the past year were not examined in the History of the United States, nor in Hygiene or the Laws of Health, nor in Theory and Practice of Teaching. If any class of instructors needs to understand these branches, it would seem to be those who have charge of our country schools. It is probable that some of those teaching under a third grade certificate might obtain the second grade, but these certainly exhibit little professional pride, when they can show no evidence, in their license to teach, that they possess any special fitness for their vocation.

TEACHERS' WAGES.—The wages of teachers have been increased somewhat during the past year, but not to correspond with the increased cost of living. There is an increase of 10 1-2 per cent. in the pay of male teachers, and 15 1-2 per cent. in that of female teachers.

SCHOOL TAXES.—The whole amount of taxes received for school purposes is 20 per cent. greater this year than last. If we include salaries of County Superintendents, at least \$1,000,000 has been expended during the year in support of the Public Schools.

PRIVATE SCHOOLS.—No reliable reports are received at this office from this class of schools. The number reported as attending them is far below the real number.

LIBRARIES.—Only enough is reported regarding these to show that nothing is done to improve them. The repeal of the law of 1859, providing for District Libraries, and the transfer of the library fund to other funds, probably render it useless to urge the wisdom and expediency of using this powerful agency to educate the youth of the State.

REPORTS OF COUNTY SUPERINTENDENTS.

The following Circular was addressed to the County Superintendents in August last by my predecessor:

STATE OF WISCONSIN,
OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
August 18, 1864.

DEAR SIR:—It is desirable that a Special Report from you be embodied in the Annual Report from this Department. This Special Report should be very brief, and may embrace the following subjects:

1. *School Houses.*—Number built during the year ending August 31st, 1864. Improvements in those previously built.
2. *Graded Schools.*—Their number and general character. Number of Districts in which Graded Schools might be profitably established.
3. *Teachers.*—Number holding certificates of each grade. Number employed in same school as during the previous year. Number who have no other employment, and are engaged in teaching during the year. Average age and experience.
4. *Pupils.*—General average of punctual attendance. General Department. Number who are not properly supplied with books.
5. *Patrons.*—General interest manifested. Number of visits to schools.
6. Your views upon the Township District system of school management, as presented in the last Annual Report from this Department, a copy of which has been recently sent to you.
7. Any suggestions you may see fit to make with reference to the wants of our schools will be thankfully received.

N. B.—You will confer a favor by sending to this office copies of your circulars, notices, and also of your questions used in examinations. I trust also that Superintendents may exchange with each other, all papers connected with their work. This will tend to uniformity of work.

Very truly yours,

J. L. PICKARD,
Superintendent Public Instruction.

In response to the foregoing, the following have been received :

ADAMS COUNTY.

In this county several districts have become disorganized during the past year, owing to the fact that many of the inhabitants have removed to other localities ; the few remaining families have been set off into adjacent districts.

Two school houses have been destroyed by fire, one of which was a log structure and the other a framed house. Upon the site occupied by the latter a new frame house has been erected, which, though defective in some respects, is much superior to the old one. This is the only house built since the last annual report was made. The inhabitants of several other districts in which new and more commodious school houses are needed are deterred from building at present by the high price of building materials. Wherever I have found a district in which it was proposed to build a new house, I have placed in the hands of the building committee a copy of Barnard's School Architecture, thinking it would give them material assistance in planning and furnishing their house.

Among the prominent defects in the internal arrangement of our school houses—to say nothing of the absence of maps and charts—are the insufficiency of black-board surface, and the improper construction and arrangement of seats and desks. In one school, numbering forty pupils, I found no black-board at all ; in eight or ten others, numbering from twenty to thirty scholars each, the black-board surface ranges from nine to fourteen square feet, and these boards are frequently so located as to be entirely out of the reach of the smaller children. The fact is, our houses are so small and so “cluttered up” that there is not room for sufficient black-board. The seats and desks are generally too high, and in some cases subject the children to much physical discomfort.

We have no properly graded schools in the county. The propriety of establishing one at Friendship, our county seat, has been suggested by some of the influential citizens. Such a school is certainly needed at that place.

During the year I have examined seventy-two applicants for teachers' certificates, and have granted two second grade, forty-four third grade, and a few local certificates.

The attendance of pupils during the last winter's schools was poor, on account of the severity of the weather and the depth of snow ; during the past summer the attendance has been quite good.

Patrons do not visit the schools as frequently as they should ; in many cases the official visit made by the Superintendent has been the only one received by the school during an entire term.

Here let me say that we *very much need* a supervision of our schools, more efficient than can be exercised by the County Superintendent. If the Township District System is adopted, this want will be supplied, and, though I think that new and thinly settled counties like Adams would not derive so great benefit from its adoption as would more densely populated sections, I am satisfied that, as a State, Wisconsin needs just such a system, and I hope that our Legislature, at its next session, will be brought to action upon this subject.

Taking the reports of the teachers for my data, I find that about 12 per cent. of the pupils attending our public schools are not properly supplied with books. This is an evil so obvious and of so great magnitude that I am encouraged to believe it will not long exist. I am gratified to say that improvement is being made in this respect.

The frequent change of teachers is another evil which can hardly be overlooked, and which it will require time and much effort to remedy. It occurs to me that, to secure permanence, *somebody* beside the teachers and their pupils must be educated. I think that good teachers are sometimes discharged or permitted to resign because their employers do not know that they are good teachers, or because they ignore the truth that the remuneration should be in proportion to the value of the services rendered.

The only permanent private school in this county is Brunson Institute, located at Point Bluff. It has been instrumental in preparing many for successful labor in our public schools, and it is to be hoped that it will continue to exert the same beneficial influence. The opportunities afforded to its pupils, though not equal in all respects to those presented by older institutions of similar character, are very creditable to a school of its age and amount of patronage. I am now holding a Teacher's Institute in connection with this school. It is attended by quite a number who design to teach during the approaching winter. Mr. Fay, the former Superintendent of Adams county, is teaching in the northern part of the county and informs me that a number of teachers are there studying under his direction.

In conclusion I would say that our teachers manifest a commendable desire to improve in knowledge and skill; and that much praise is due to the parents and school officers in some localities for the energy and interest they manifest in all matters pertaining to the interests of our public schools.

J. C. YOCUM, County Superintendent

ASHLAND COUNTY.

(No Report.)

BROWN COUNTY.

During the year I have visited nearly all the schools in this county twice, and taken notes of my observations of teachers, their manner of conducting schools, attendance of scholars, character of school houses, and other matters pertaining to the interests of schools. One great obstacle to the efficiency and success of our public schools in the country districts is

the frequent change of teachers. The short period for which they are generally employed, and the uncertainty of being retained induces many of the best and most competent to seek other and more steady employments. I have endeavored to remedy this evil by impressing our school officers with the importance of securing good teachers and permanently retaining them.

The school houses in this county, I am sorry to say, are not of the first order. We have some very good ones, others that would be comfortable only for the lack of room, and too many that are unfit to be called by that name.

There is a lack of maps, charts, and globes in some districts, while others are partially, and some more fully supplied with these necessary appurtenances.

— Late and irregular attendance of pupils are most grievous evils in our common schools, and tend more to thwart the best endeavors of teachers, than any other causes coming under my observation.

Primary instruction is, in some instances, too much neglected, the teacher as well as the pupil, in many instances, wishes to advance with too much haste, and before the scholar has attained a full understanding of the primary branches. The importance of visitation by school officers and patrons cannot be over estimated; such visits seem to endow both teacher and pupils with new life and vigor. This matter, I regret to say, is sadly neglected.

We have in the city of Green Bay three schools, in which are employed seven teachers, who have had experience in teaching, as follows: One 32 years, one 10 years, one 5 years, and the others ranging from one to three years respectively. There are only two schools in this county having two departments. One in Green Bay and one in Depere. They are ably conducted by competent and experienced teachers, and contrasting their condition for the last year with former years, there is a very decided improvement in the general attendance of pupils, school discipline and mode of instruction.

E. HICKS, County Superintendent.

BUFFALO COUNTY.

(No Report.)

CALUMET COUNMY.

(No Report.)

CLARK COUNTY.)

(No Report.)

CHIPPEWA COUNTY.

This county has made no improvements in building school houses during the year. The seats and desks in some have been improved, and others

need improvement of the same kind. About half of our districts are provided with substantial, well constructed school houses. Two have none, and the remainder are yet using the buildings erected before the settlers were really prepared to build them. Ten of our schools have so small and scattered a population that but one term is kept during the year.

The school in Chippewa Falls is divided into three departments; the increasing number of scholars will soon require a fourth department.

The character of our schools has improved materially during the past year. We need a few more competent teachers. For the want of them, some schools have been under the care of inexperienced teachers, hardly qualified to properly discharge the duties of the position. Schools for the winter, so far as teachers have been employed, are supplied with those better qualified than at any time previous.

Examinations have generally been well attended, and teachers have rendered much assistance to increase the interest, and the standard of qualification has been advanced. Several of our teachers have made successful efforts for improvement by attending classes for reviewing, during vacation of their schools.

Parents do not feel that interest which the good of the school requires. The schools in a few districts are visited by parents, who render much encouragement and assistance to the teachers, but the majority think their duty is done when the teacher is hired, and appear to make no further effort. I find, as a general thing, that the wide awake, faithful teacher interests the parents, and if the parents feel an interest in the school the children are sure to be interested.

The future is encouraging; our schools are young, but have improved rapidly since their organization, teachers are becoming more numerous and better qualified. Parents are showing more interest in the welfare of schools, and I think all the auxiliaries for the improvement of schools will be increased.

R. PALMER, *Supt. of Schools,*

COLUMBIA COUNTY.

I.—EXAMINATION OF TEACHERS.

I have endeavored during the past year to carry out both the letter and spirit of the law, in this department of my duty, as a school officer. For this purpose, examinations have been so conducted as not merely to test the present qualifications of teachers, but also to lead them onward to a fuller and more complete preparation for the important work which they have undertaken.

The county has been divided into seven inspection districts. At least two general meetings (spring and fall) have been held in each district.—The number of meetings to be attended, the amount of labor connected therewith, and other circumstances, have seemed to render it necessary that each meeting should be limited to two days, and in some instances the public exercises have been compressed within the limits of a single day.

In a considerable number of instances where sickness or absence has seemed to render it necessary, applicants for license as teachers, have been allowed separate examinations. It is believed that the interests of our

schools require that this class of cases should be reduced to the lowest possible limit.

II.—SCHOOL VISITATION.

1. After an examination of the school, (usually by witnessing its regular ordinary operation,) and addressing the scholars in a familiar manner, on some subject connected with their studies, I have endeavored in a full and free consultation with the teacher, to make such suggestions with regard to the modes of giving instruction, management of classes and government of the school, as the circumstances in each varying case might require.

2. It being a leading object in visiting the several districts, to awaken the district officers and patrons of schools, to united and *practical* efforts for the improvement of their schools, I have, where practicable, sought personal interviews on this subject. When a satisfactory interview could not readily be obtained, a letter like the following has been addressed to the district board:

Gentlemen—In the discharge of that part of my official duty, which requires me to act as an inspector of schools, I have again visited the school in your district. As far as it seemed necessary to do so, I have counseled the teacher in regard to the instruction and management of the school.

To you as the chosen representatives of the district, I wish now to offer a few suggestions, and I trust they will be received in the same spirit in which they are offered, a sincere desire to improve the school, and render it an educational institution, suited to develop the children into healthy, decent, upright and intelligent men and women.

Your attention is invited to the subject discussed at pages 66, 106 and 107 of the school code.

Your careful consideration of your duties as school visitors (see Sec. 54 of code) is also invited. The value of the encouragement afforded by your presence, both to pupil and teacher, can hardly be over-rated.

As school examiners, we observe, among other things—

1st. The order and general deportment of the scholars.

2d. Irregularity of attendance, or absenteeism of a portion of the scholars.

3d. Whether a uniform series of text books is used.

4th. Whether any of the scholars lack text books in branches which they ought to study.

5th. The temperature, ventilation and general comfort of the school room.

7th. The contiguity of the school house to the street or other disturbing influence.

7th. The inconvenient arrangement of seats and desks.

8th. The height, width and inclination of seats, compared to the wants of scholars.

9th. The great need of more good black-board surface.

10th. The lack of outline maps and suitable charts.

11th. The imperfectness of the out-door appendages, and its effect on the health, morals and decency of young persons.

III.—SCHOOL HOUSES.

Seven new school houses have recently been erected in this county.

Others have been renovated, so as to better subserve the purpose of school houses.

Last year when the Code was sent me for distribution, I prepared an article on the subject of school houses, touching the following subjects:—
1. Location. 2. Size. 3. Height. 4. Underpinning. 5. Windows. 6. Ventilation. 7. Space for Class Exercises. 8. Black-board. 9. Teacher's Table. 10. Seats. 11. Desks. 12. Other Furniture. 13. Apparatus. 14. The School House a Dwelling.

This was printed on a leaf of a size to correspond with the Code, and inserted at pages 106 and 107.

This article is of a *strictly practical* kind. Sizes, heights, and inclinations of seats, desks, &c., are given in figures; dimensions and location of black-boards, and the arrangement of the room so as to make them accessible and useful; the removal of the awkward pulpits (*mis-named teacher's desks*) found in most of our school-rooms, and the useless platforms on which they stand, and the substitution of a usable, movable table, on a level floor; these subjects receive prominent attention.

I have made special visits to such districts as have contemplated erecting new houses for the purpose of consulting with building committees, and laying before them such improvements as have come under my observation.

IV.—ATTENDANCE AND PROGRESS OF PUPILS.

The attendance of pupils has been more regular during the past year than heretofore, and the progress of the schools generally has been very encouraging. Teachers have generally been very ready to adopt improved modes of teaching.

A serious drawback to our progress is, that our best teachers are soon drawn to other avocations, and we lose their services in the educational field.

V.—GRADED SCHOOLS

Have been established in Columbus, Lodi, Kilbourn City, Fall River, Wyocena, Pardeeville, Cambria and Poynette. In Otsego, although the number of scholars is less than in either of the other places named, a similar arrangement will probably soon be made. In Lodi a consolidation of districts has been accomplished during the present year for this purpose.

These schools are all under the care of district boards organized in the ordinary manner. Several of them are supplied with sets of Maps and Charts, and some of them with a few articles of apparatus.

The teachers are comparatively efficient and skillful. Although we seriously feel the need of the influence of a good Normal School, I think that our village schools do not usually feel that need so much as those in the country; the best teachers being selected for the villages.*

D. W. ROSANKRANS, *County Superintendent.*

CRAWFORD COUNTY.

(NO REPORT.)

* NOTE.—Superintendent Rosenkrans entirely dissents from the generally expressed views of other Superintendents in favor of the Township system. The length of his article on the subject prevents its publication in this report, but it will, if possible, be published in the *Journal of Education*.

DANE COUNTY—(First District.)

In this half of Dane County there are one hundred and nineteen school houses. Two have been built during the year. Some of these are very fine structures, while others are miserable specimens, destitute of either taste, convenience or comfort. Many large and costly houses are so badly arranged and seated, as to be almost entirely unfit for school purposes. It is surprising that in most instances the school-room is constructed apparently with no intelligent idea of the purpose which it is to serve. Seats and desks out of all proportion to the size of children who are to occupy them; arrangement such as to afford no facilities for maneuvering classes; black board so small or so situated that it is useless for general, or even class exercise; and no means for ventilation or equalizing temperature. Indeed the experience of the past year has led me to conclude that little or no regard is generally paid to the important fact that the school-room with its surroundings is a most powerful educating agency. It is generally admitted that the proper temperature of a room, in winter, for health and comfort, is about 65 degrees. Yet in some of the school-rooms visited last winter, the temperature was as high as 90 degrees. Nor was the teacher altogether to blame for this; for perhaps, even then, in some parts of the house it was no more than comfortably warm. Seventy-five school houses are without outbuildings. And in two instances, school houses situated in the centre of large villages are without these necessary appendages! Comment upon this state of things is unnecessary.

I visited every school house, in which a school was taught, during the summer, except one, a shanty, built this summer, and the existence of which I did not know at the time the school was in progress. In a few instances the schools were not in session, owing to some local causes, at the time of visitation. Such schools I of course failed to see. One hundred and nine schools have been in session during the summer. In the village of Stoughton they have a large graded school. Efforts are also being made in the villages of Sun Prairie and Marshall, to erect suitable buildings for schools with departments. Most of those engaged in teaching during the summer had had previous experience, and a goodly number were teaching the same school that they had previously taught. As a general thing the interest and efficiency of teachers in their work seem to be increasing. Indeed, if parents and patrons manifested as much interest as teachers do in the work of education, the successful and almost perfect operation of our common school system would be placed beyond doubt or criticism. Of the one hundred and nine schools in session the past summer only thirty-four were visited by the district board; nineteen were visited only once; and only two were visited more than twice. One of the greatest obstacles to the success of our schools is the fact that parents generally know little about the school except from the representations of their children. In fact very few people really know what a successful school is. If parents would frequently visit the school, and thus realize with what the teacher has to contend, they would learn to sympathize with him, and be led to encourage him in his patient toil for the good of their children. Scholars would also be encouraged to faithfulness. The little petty jealousies and difficulties among scholars, would never swell to such

gigantic proportions as they often do, resulting in the dismissal of the teacher and the general demoralization of the school.

At the public examination last spring 154 applicants presented themselves. Of this number 108 were granted third grade certificates. No higher grade certificates were granted. A few private examinations were given.

A. B. PRENTICE, County Superintendent.

DANE COUNTY—(SECOND DISTRICT.)

During the year 1864 I have examined 209 candidates, granting certificates as follows:

1st Grade,	2
2d "	6
3d "	89
Limited,	45

Twenty-nine of these certificates were limited, because they were granted upon private examination subsequent to the public examinations, and not because the holders of them were deficient in qualifications. The teachers are steadily improving in Orthography, Reading and Mental Arithmetic. These branches are not only better understood, but also much better taught than formerly. In many places there is considerable improvement in Geography, but the great deficiency of "teachers' helps," retards progress in this direction.

When our teachers are furnished with necessary tools to work with; when our reported *black boards* shall have grown to proper size, and shall have come down within the reach of pupils; when our school rooms shall contain maps and globes—in that "good time coming" which Superintendents and Teachers are working for, doubtless the advancement in this branch will be as rapid and noticeable as in the others. Attention is paid to map-drawing in many of our schools. The least improvement noticed is in Written Arithmetic, owing doubtless to the fact that the class of both teachers and scholars who made this branch a specialty are not now in the schools.

Owing to the severity of the winter only eighty-five schools were visited. These, with a few marked exceptions, were in a prosperous condition.

The Summer schools were found better attended than before, still our observation and our reports show a wonderful degree of carelessness or blindness in this respect. Parents are not properly aiding their children to form habits of promptness and devotion to business, when for light causes they permit them to be absent from their places in the school-room. Irregular attendance is the great bane of our schools. Next to this, is the multiplicity of classes; due to neglect on the part of School Boards to decide what series of books shall be used in school.

I am happy to state, that the number of school visitors, and school visits, as shown by the registers, has largely increased during the past year.

Several School Districts determined at the annual meeting of 1863 to erect new and fine school buildings. Owing to the scarcity of labor, few, if any, of these were completed during the year. Considerable has been done in the line of refurnishing and repairing.

On the whole, though our progress is slow, I am sure we are progressing. We have fewer utterly worthless schools and none whose moral influence is decidedly bad; while the *many* are doing fair work, and *some* are worthy of high commendation.

S. L. HOOKER.

S. L. HOOKER,
Co. Superintendent.

DODGE COUNTY.

(FIRST DISTRICT—NO REPORT.)

DODGE COUNTY.—(SECOND DISTRICT.)

I embrace in this report a period of ten months, commencing on the 1st of last January, the time when I entered upon the duties of my office. During these ten months, I have traveled, in the discharge of official business within my district, 1,268 miles.

Number of Visits to Schools during Winter Term.....	42
“ “ “ “ Summer Term.....	79

Making in all..... 121

besides visiting some twelve districts in which there were no Summer School or in which they had closed.

At the Spring Examinations there were.....	184
For Private Examination.....	8

Whole Number..... 192

Certificates Granted—1st Grade.....	3
" " 2d Grade.....	10
" " 3d Grade.....	117
Limited Certificates.....	16

Whole Number..... 146

Number who failed.....	46
The average age of the Candidates.....	19½ yrs
Number of Males.....	16
Number of Females.....	176

Fall Examinations

Candidates—Males.....	38
“ Females.....	89
Private Examinations—Males.....	2
“ Females.....	2

Whole Number..... 126

Certificates granted—1st Grade.....	1
2d ".....	5
3d ".....	83
Limited Certificates.....	5

Total..... 94

Number who failed..... 32
Average age of those receiving Certificates..... 21 1-5 yrs

Whole Number Examined—Males.....	56
Females.....	262
Total.....	318
Number of Certificates granted.....	240
Number who failed.....	78

Sixteen of those who received third grade certificates at the Spring Examinations came into the Fall Examinations and are thus reckoned twice in the above statement. The disposition which brings our teachers out to every examination, even though it is not demanded to qualify them to teach, I consider commendable. The figures which I have given will show that the great majority of our teachers in winter, as well as in summer, are ladies. The war calling off large numbers of our male teachers, has effected a great change in this respect. Four years ago very few of our winter schools were taught by females. On the whole, I do not regret the change. I cannot but hope that the effect will be beneficial to the interests of our schools. It tends to break up the changeable, the regular turn about policy hitherto pursued; a male teacher for the winter term, and then a female for the summer, and thus, almost inevitably, a new teacher for every term. A large majority of our districts must now, from necessity, employ female teachers for both terms—and the way is fairly open for them to employ the same one by the year. When our ladies are qualified for this it will be a great improvement upon the old system. And I am cheered in my work by the evidences I find that they are qualifying themselves to enter this wide and effectual door of usefulness which the war has opened before them. My acquaintance with them at my examinations and in the school room has elevated them as a class very much in my esteem as educators of our youth. We have a large number, and it is increasing quite rapidly, who make teaching a profession, and who are qualified to take charge of schools during the winter term. The great law of demand and supply is working admirably. The only counteracting influence is the disposition in our District Boards, which is too prevalent, to keep down the wages, especially of females, to the lowest point, and make them "board around" at that. Our young ladies who "are apt to teach," ought to be encouraged; yea, stimulated to the highest standard of qualifications for the responsible, noble work to which many of them must now devote themselves as a regular profession.

GRADED SCHOOLS.

There are, not including the city of Beaver Dam, six schools with two or more departments, but in a majority of these the system of gradation is quite imperfect. There are at least three districts in which graded schools might be introduced with great profit. But, as this would, at the commencement demand an extra outlay for the necessary rooms, a large number of children of all ages and attainments are herded together in one room, and in one case under two teachers who are compelled to conduct recitations in different parts of the same room, producing a most vivid impression of what the poet meant by

"Confusion worse confounded."

SCHOOL HOUSES.

Much less than the average amount has been expended during the year in building and repairing school houses. Two have been built. One in a new district, and where logs were plenty; of course it must be of logs. The other a very neat house, with a wood-shed and other improvements. The old one was burnt last winter. If such is the result of fires a friend of education cannot but pray that there may soon be a general conflagration of all the old, uncomfortable, dirty, rotten, pioneer school houses, a large number of which are still found in this district.

A large catalogue of evils, which our schools are heir to, might be reported. But these are gradually being removed. There is, on the whole, slow but steady progress. The fountain of influence, in regard to our common school system is with the parents and patrons; as is the district, so almost uniformly is the district board, the school house, the teacher, the school.

H. M. PARMALNE, *County Superintendent.*

DOOR COUNTY.

(NO REPORT.)

DOUGLAS COUNTY.

This county has now been under organization just ten years; the most remote from the geographical and political centre of the State, unconnected by any roads or other means of communication within the limits of our territory, nor the recipient of any State munificence, except through the common school system, it has grown and advanced in social and commercial importance quite equal to other rural and frontier counties.

In 1850, what is now organized as Ashland, Douglas and La Pointe counties, was returned in the census at 489 of population; in 1860 the returns gave Ashland 518, La Pointe 858, and Douglas 828.

During the last four years the population of this county has increased about ten per cent., and may now be set down at nine hundred. Much of this increase is due to the employees on the copper mining works; these localities being as yet from four to ten or twenty miles from each other, and too few at each for a school, the children of the employees, to obtain instruction, have to avail themselves of the town schools. As they are all within the district organizations of the county, the above facilities for education are legitimately enjoyed, though at no inconsiderable expense to the parents and guardians. Early steps, however, should be taken, to disseminate the school system among the mines, to secure in the outset the benefits of the State's bounty among the children in the mining districts. In view of the above populations of Ashland, La Pointe and Douglas counties; allowing to the two former as great increase since 1860 as to the latter—which is not too little—the following statements reported for record, viz: Ashland [pop 1863, 560], children 272, La Pointe [pop. 394], children 133, and Douglas [pop. 900], children 103, give rise to the inquiry, of to what is the marked discrepancy due? In one of the counties

(two hundred and seventy-two-five hundred sixtieths) nearly fifty per cent. of the population are returned as children between four and twenty years of age; in another (one hundred and thirty-three-three hundred and ninety-fourths) or thirty-three and a third per cent. as children, while the last (one hundred and three-nine hundredths) returns but eleven per cent. of pupil age. It may not be denied that the above are correct returns, but it may at the same time be believed that the parents of the children—in excess—are maintaining their tribal relations, and the children are under teachers employed and paid by the United States Indian Department.

The school houses of Douglas county are quite inadequate to the demand. The first District in Superior had ample grounds bestowed upon it by the early proprietors. Two houses were erected in 1855 and 6, one of which, too remote from a sufficient number of children, has been in disuse for two or three years; the other has been enlarged, the grounds fenced and rendered pleasant and inviting, and conveniently seats fifty-two advanced and thirty primary pupils. The second District has a pleasantly located house, well finished and painted, having seats for thirty pupils.

The schools have not been graded under the prescribed system. The time has come, however, when the system should be entered upon.

There are one male and five female teachers in this county who have attended the public examinations and received certificates to teach third grade schools. The first, and four of the latter, have successfully taught school elsewhere and here. We have the teachers for all three grades, fully qualified.

The tabulated report accompanying this, palpably shows a great want of interest in the schools. Out of one hundred and seventy-eight children between four and twenty years of age, but one hundred and forty-five names appear on the rolls of the teachers. In the First District, containing one hundred and thirty-six children, two hundred and thirty-six days of school were kept, and only 9,913 days of attendance; allowing a truancy of ten per cent., the attendance would have been over 28,000; but here we have an attendance of thirty-five per cent., or a fraction over one child in three at school. The Second District presents a better report. One hundred and seventy-nine days of school were kept for forty-two children, which ought to give an attendance of 6,700 after a deduction of ten per cent. absentees; but the actual attendance was 3,462 only; or but little over one-half the amount due. Are the parents and guardians importuned on this subject? They with too much truth reprehend the authorities for not providing the necessary school room. The first District house seats eighty-two pupils, and yet 236 days of school should give even 19,000 attendance, nearly double the actual amount; and the second District house has seats for thirty pupils, and 179 days of school were open, giving facility for over five thousand days attendance, against 3,462 days enjoyed.

The truth is, the juvenile population has swelled upon our hands, before we realized it; the facilities for obtaining books are not the best, and the adult population have not awakened to the responsibility imposed upon them. It is, however, hoped that at the coming annual meetings the subject will receive due attention.

The State authorities have adopted a system for common schools which

only wants, at least in this locality, a more active administrative policy. If laudable pride to foster and carry out the policy or system manifestly does not exist, some power of supervision, mild and enticing in its exertion, should be, if not already, inaugurated and brought to bear to render the system effective. The State, possessing a mineral interest, second only to Michigan, in her Lake Superior counties, will take pride in seconding these frontier counties in developing their resources, and it is not to be doubted that material aid and encouragement will be extended towards the Lake and Bay shore towns, Ashland, La Pointe, Bayfield and Superior, should they at once enter upon a vigorous plan to improve their common schools and establish first grade departments. These towns, enjoying pre-eminently a healthful, invigorating climate, have much to gain by erecting attractive school houses of ample dimensions, surrounded by well appointed pleasure grounds, shaded by the rich evergreens of the primeval forests, watered by the mountain rills or laved by the pure waves of the lake. Schools thus provided will command the services of the best of teachers, become the pride of the State, an honor to the towns possessing them, and entice parents and pupils from the sultry regions to come and at once experience the benefits of climate and acquire education, restore health and enjoy pleasure.

In conclusion, it is respectfully submitted that the State Superintendent endeavor to visit these frontier counties at his earliest convenience, and stimulate the people to improve, if not to excel, in educational enterprise.

THOS. CLARK, *County Superintendent.*

DUNN COUNTY.

(NO REPORT.)

EAU CLAIRE COUNTY.

Not having had the charge of the schools the past year, I cannot speak with that definiteness respecting their condition that I otherwise might. There are some things which I deem it of importance to communicate.

1st. There is a decided lack of qualified teachers in this section of the State, and I am obliged to license those who are not qualified. Probably some advance has been made in the condition of the schools in general. A very decided advance has been made in the erection of a house for a graded school, upon the east side of the river; one which does honor to the place and those more particularly engaged in the enterprise. It is calculated, when completed, for five or six departments. The school has recently opened with flattering prospects. The accommodations in that part of the town, or rather that town, have previously been very insufficient.

Upon the west side, where I am teaching, the school has its usual interest, and is making commendable progress.

There is a very commendable zeal and liberality, for so new a country, in this county. Only 7 years since, a school was first established in this valley, of the Chippewa, and that in the rudest kind of a building. It is a decidedly loyal county, and has done nobly in filling its quota for the army.

A. KEDDER, *County Superintendent.*

FOND DU LAC COUNTY.

The architecture of a part of the school buildings of this county will compare favorably with that of similar sections of the State, but it is far below what it ought to be. Much labor has been expended in lectures and special visitations in needy localities, to secure new buildings and required changes in the internal arrangement of old ones, and with some success.

Twelve new school buildings have been erected in this county during the past year. In most of these a decided advance has been made in architectural design. A few have been constructed with little reference to taste, comfort and convenience; while one has been added to the twenty-one log buildings previously existing.

Much remains to be done in the erection of new buildings, and in remodeling old ones, by cutting down seats, removing clumsy desks, high platforms and pulpits, and in the introduction of a generous amount of black wall, clocks, maps, charts, recitation and other seats, all arranged for effective service.

Extensive plans and specifications for the construction of school rooms (including size and preparation of seats, black-boards, desks, aisles, &c.) arranged with special reference to the comfort of the children and the convenience of the teacher, have been prepared at much cost of labor by the Superintendent and are kept for the use of the schools of the county.

This county has only two graded schools. Four schools have a Grammar and Primary Department. Four localities exist where Graded Schools might be profitably established. But the tendency, owing to lack of appreciation, or knowledge of the advantages to be derived from consolidation, is in the direction of division instead of centralization.

In matters of this kind even a large majority may be in the wrong.

As no records of any kind came into my hands at the commencement of the calendar year, I cannot give the exact number of certificates now existing. One hundred and ninety seven teachers have been approbated by me—3 receiving First Grade, 13 Second Grade, and 181 Third Grade Certificates—79 have been rejected.

With few exceptions the schools in this county change teachers each successive term, and the schools plainly show the evil results of this custom.

The teachers, as a class, have been laborious and faithful. They have commanded my respect and confidence, while they, laboring in the midst of discouragements, have often enlisted my deepest sympathies. Their attainments have not reached a standard which ought to be reached; but they have *tried* to do their work faithfully and well. We have some superior teachers, but by far the greater number are sadly deficient in the *best modes of teaching*, and lack thoroughness in conducting school exercises, *especially recitation*. A good Normal School, expressly designed for the training of teachers, is greatly needed in this county.

In the districts where the largest percentage of the children attend school, the attendance is most regular and most punctual. In one township nearly 95 per cent. of the children attend the Public Schools. In another less than 5 per cent. of the children are in the Public Schools. A part of the localities of foreign population, especially German; very un-

wisely as it seems to me, withhold their children from *English* schools, and send them to *German* schools. In one day I visited three schools, containing 11, 4 and 3 pupils respectively and yet these districts draw public money on 498 scholars. The children were in German schools. Their love for their vernacular is commendable, and yet it is plain that the German schools thus patronized are a great detriment to the Public Schools. They ought to retain their language, since a man who can speak two languages is worth two men; but the interests of the State demand a law requiring the presence of *all* children under a certain age in the Public School, until they shall have mastered the rudiments of an English education.

Few persons, either officers or parents, visit the schools. Many teachers get discouraged because they are never cheered by the faces of those for whose children they labor, in the School room.

Only nine schools are reported as having been visited by District Boards, and only then by all the members of the Board, except when with the County Superintendent.

Meetings of School District Boards were called for conference, on the second day of the last examination, in each inspection district. Thirteen persons appeared, representing ten School Districts. But I hope the real interest in Education is more general and deep than this would suggest. I think it is.

Up to Aug. 31st, two hundred and ninety-eight visits had been made by me to one hundred and sixty-three schools, and thirty six evening addresses had been given in various parts of the county on topics of vital importance to the elevation of the schools and the more thorough education of the children.

I. N. CUNDALL, *County Superintendent.*

GRANT COUNTY.

A few days since I forwarded you my Annual Report. The Report is imperfect in many respects, and does the county injustice, especially in representing so many school houses as being without black-boards. I have spent many days labor upon it; but, owing to errors in the Town Clerks' reports (not one of which came to me free from inaccuracies—most of them with several columns left blank) I am unable to give you a correct statement of the facts.

I entered upon the duties of this office the first day of January, 1864, and at once began the visitation of schools. I visited upwards of fifty schools before commencing the spring examinations. At the close of these, upon the Governor's call for "100 days' men," I, for the second time, entered the service of my country, leaving the correspondence and all necessary business of the office in the hands of Mr. John J. Copp, of Lancaster Institute, to whom I would thus publicly express my thanks for his faithful services. I returned from the army just in time to meet my appointments for fall examinations, hence this past summer the schools were not visited.

SCHOOL HOUSES.—In the village of Boscobel there has been built a fine frame house this summer, and, perhaps, a half dozen others of less value throughout the county. Quite an advance has been made in the matter

of repairing other houses—painting, putting up black-boards, etc., and in building out-houses. The houses are yet far from what they should be—many of them being supplied with seats without backs, and in many the seats are too high from the floor to permit the younger pupils to rest their feet; and not a few have seats of such a length that from four to eight pupils sit on a seat, thus causing great confusion when classes arise to recite, and when they return again from recitation.

GRADED SCHOOLS.—At Platteville there are two graded schools in evidently prosperous condition. At Hazel Green there is a graded school. There are three departments in each of the three named, and in those at Platteville there is an assistant in the Principal's department. The school at Lancaster cannot yet be called a graded school: there are in it but two departments, with an assistant in the Principal's room. The number of pupils attending the school is too great to effect a grading without three, or four departments. At Roscobel the school was tolerably well graded last winter, and was rapidly becoming one of the first schools of the western part of the State. Now it is under, I think, a no less efficient corps of teachers; but, I fear, their usefulness is greatly crippled and the success of the school impeded by the action of the board in creating each of the three departments a separate school. I trust, with their two excellent buildings which reflect so much credit upon their enterprising village, they may see it to be for the best to give the principalship of the whole into the hands of one teacher, thereby establishing a thorough graded school. At Cassville, Beetown, Potosi, Georgetown, Muscoda and one or two other villages, there are schools with two departments; and, I trust, the day is not far distant when they may grow into well-regulated graded schools. I think each of these villages capable of supporting such schools nine months of the year. And in each the leading citizens are alive to the importance of improving their schools.

TEACHERS.—The whole number of persons examined at my spring examinations was 228, of which number 185 received certificates,—2 received certificates of the 1st grade, and 133 of the 3d grade; 93 failed to receive certificates of the *third* grade, of which number I granted to 32 *limited* certificates—the standing of the candidates seeming to justify me in so doing, and the granting of such certificates being asked for by district boards where they taught. The average age of teachers holding certificates is 20 years, and their average experience 16 months; the average age of the 32 holding *limited* certificates is 17 3-4 years, and their average experience is 6 months. The great majority of male teachers in this county are now in the army of the Union—the schools are largely in the hands of young ladies, and thus a new and younger class of teachers is brought into the schools. Hence the small average of both age and experience. The number employed in the same school as during the previous year is 46. There is too great a disposition to change teachers every year, or every term—though this evil is diminishing. I have labored to convince the people that an inferior teacher even can accomplish more, if continued term after term in the same school, than can be accomplished by a succession of quite superior teachers each term. Much that is learned under one will be condemned by the next and must be unlearned. It is well to retain a good teacher when once secured. A large number have been engaged in teach-

ing during the whole year, and there is quite a number who have no other employment. But I fear the number of professional teachers cannot be large as long as no greater inducement is held out to young women and young men to make teaching a profession, though there is evidence in many parts of our county of proper appreciation of the teacher's services, in increased wages. There is every reason to be satisfied with the spirit of the teachers of this county; they show a determination not to rest content with present attainments. Many who attended the spring examinations, attended this fall also; and I may here remark, although the fall examination does not come within the bounds of this report, that they showed evident improvement in scholarship; quite a number who failed in the spring, having received *third* grade certificates this fall, and the fall examination was on more difficult questions. I have had printed upon my certificates, "Success in Teaching," intending to mark such standing upon my visits to schools.

PUPILS.—The general average of punctual attendance is not as high as it should be; in fact a want of punctuality I regard as the greatest evil of our schools. I am able, however, to report it an evil rapidly on the decrease. In all schools where a system of reporting to parents the punctuality, deportment, and standing in classes of pupils, at the end of each fortnight or month, has been observed, the average in all these cases has been much improved. Where the attention of parents is called to these matters, they will generally cooperate with teachers to secure the best results. There is great improvement in the general deportment of pupils. On each subsequent visit to the several schools I notice less whispering and inattention to study. During my visits last winter I made careful inquiry as to how many pupils were not properly supplied with books, slates and pencils. I found but few, comparatively, without the requisite books, but in most of the schools none but the more advanced pupils—those studying arithmetic—were supplied with slates and pencils. This I regard as a great evil. I would have all the younger pupils furnished with slates and pencils, with and upon which to print their lessons and draw pictures—making this a regular exercise. For the same reasons I would have the blackboards made low and extend along the whole *North* side of the school room.

PATRONS.—I can report a growing interest on the part of parents, as shown by an increased number of visits to the schools. This is especially true of the villages throughout the county. This interest is shown, too, by an effort to secure the services of the best teachers.

6. In regard to the Township District System of school management, I would simply say that I concur in the views of the late State Superintendent of Public Instruction, as presented in his last Annual Report. In my native State I have seen the practical working of the system and can bear testimony to its success. By its adoption, I think, the number of graded schools in this county might be very greatly multiplied—giving each town one thorough, graded school, at least, nine months of the year.

In a large county like Grant, and perhaps in every county, there is needed an officer in each town whose duty it shall be to visit each school in the town once a month and report to the County Superintendent. This county contains 29 towns, three of them six by twelve miles. This is too

large a tract of country for any one man to visit often enough to be thoroughly conversant with the working of each school, there being over two hundred schools in the county.

There are in this county many children who have not entered the school room during the year. It is my opinion that the Prussian idea, that the child is the property of the State, and that it is not only the *right*, but also the *duty* of the State to educate her children, is the correct one; and I have no doubt of the propriety of a State law compelling parents to send each child, between certain years of age, to school a certain number of days each year. Every dollar expended by the State in *educating* the young, may save a large per centage of the fund expended in *reforming* the more advanced in years. Education and crime are not compatible with each other. And certainly, as a step toward this end, it seems to me well that the State apportionment of the school fund should be upon the per centage of actual attendance at school, rather than upon the number of children in the district and town.

And further permit me to suggest that the disposition of some districts, to hire the *cheapest* teacher for the very *shortest* legal term, to secure the State fund, might be remedied and the best interests of the school system enhanced if all school taxes were levied by towns, or counties, or, better still, by the State.

I have not had any questions printed for either of my examinations. I have written them upon the board for teachers to answer from. This prevents any possibility of previous knowledge of what my questions are, and enables me to change them, if I find a *candidate* present who has been a *spectator* somewhere else.

D. GRAY PURMAN, *County Superintendent.*

GREEN COUNTY.

In making a brief report of the condition of the schools in this county, I very much regret that I cannot report more definitely on the several subjects enumerated in the circular of August last, to county superintendents. Owing to illness a part of the year, and the great number of schools to be visited, (one hundred and twenty-five) I had but little time for gathering statistics. I shall furnish the teachers in future, with blanks for monthly reports, which will assist me very much.

Notwithstanding the heavy drain upon the country of men and money, our county has steadily increased the amount raised for building school houses for the last three years. In 1862 there was raised the sum of \$1,024, in 1863, \$2,515, and in 1864, \$4,564. There have been built during the past year, five or six school houses, that are a decided improvement on the old ones, in construction and arrangement.

Of graded schools, we have four of three departments, and two of two departments each, all in a prosperous condition. There are two or three localities, where, with a little alteration of district lines, graded schools might, with profit, be established.

The number of teachers holding certificates of each grade, is as follows: First Grade, 4; Second, 3; Third, 190. Average age, 22 years. Of the number applying for certificates during the year, sixty have failed. Of the

number licensed; all but 85 have had previous experience. A small proportion of our teachers are employed in the same school as during the previous year. I think people are altogether too fond of change. The number of professional teachers in the county, is increasing. In regard to punctual attendance and deportment, we have little cause of complaint, and very little for lack of books.

As to the interest of the patrons, in our schools, I think there is little lack of that. But unhappily it is not manifested in the right direction. It is too common for people to manifest great solicitude about the manner their school is managed, and make inquiries of the pupils and others, without ever visiting the school themselves. In fact I find that in many cases the District Board has not visited the school for a whole term.

I have visited about one hundred of our schools twice and the remaining twenty-five once, during the year.

The Township System of school management, as presented in the last Annual Report of the State Superintendent, appears to me to be democratic in spirit, and calculated to produce the greatest good to the greatest number.

I have endeavored to be pretty thorough in the oral examination, and in the use of the blackboard. I have sent out a few circulars which are not now at hand.

We have an Institute or Teacher's meeting appointed at the village of Brodhead, on the 28th and 29th of December next. We should be happy to have the assistance of the State Superintendent. If he cannot come, perhaps he can send us some help, which we very much need.

W. C. GREEN, *County Superintendent.*

GREEN LAKE COUNTY.

There has not much been done in repairing and building school houses since my last year's report. Some of our villages, prior to said report, had put up commodious and elegant buildings, presenting all the attractions and comforts desired by both teacher and pupil. War and hard times have in a measure checked progress in erecting such buildings as the wants of the scholar and the interests of society demand.

There have been four graded schools, of two departments each, in operation during both the winter and summer term.

The result of my examinations during the past year is as follows :

SPRING EXAMINATIONS.

	Grades.			
	I.	II.	III.	
No. of Applicants: Ladies 77; passed.....	0	0	59	59
“ “ “ Gentlemen 9; passed.....	1	2	4	7
Private “ “ Ladies 7; passed.....	0	0	7	7
Total.....				73

FALL EXAMINATIONS.

	Grade.			
	I.	II.	III.	
No. of Applicants: Ladies 19; passed:.....	1	0	15	16
" " Gentlemen 12; passed:.....	0	0	10	10
Total.....				26
No. of District Certificates given during the year:.....				4

Of the number who received Certificates, 64 have been employed in the county prior to the examinations referred to above, of whom 40 at least, will be employed in the county the coming winter.

The general average of punctual attendance of pupils upon school, is not as large as last year, it being about ten per cent. less. This is caused by pupils having to stay away from school to fill the places made vacant by the absence from home of fathers and brothers who have entered the army. Though there are many unfavorable circumstances, our schools are steadily prospering. While some of our teachers are making every sacrifice for the good of the cause in which their profession leads them; there are others, who spend no time beyond what the law requires, they attend no Institutes, visit no schools, take no Journals of Education, and some will even commence their schools without taking the trouble to first obtain a certificate.

The snow-blocked roads, and the stinging cold of last winter, prevented me from visiting more than about three-fourths of all the schools in the county. The dusty roads and heat of summer have also been obstacles in the way of visiting schools, and seven received no call from me.

I shall hold my Institute at the village of Dartsford, commencing on Monday, October 31st. We hope to have an interesting time, and shall, if all will attend that have promised to be present.

N. C. HOIT, *County Superintendent.*

IOWA COUNTY.

(NO REPORT.)

JACKSON COUNTY.

(NO REPORT.)

JEFFERSON COUNTY.

In submitting my Supplementary Report, I have to regret my inability to give all the information desired, as time spent in Dixie does not aid materially in collecting school statistics at home.

Three school houses have been erected in this county during the past year—all brick—comfortable buildings, and in some instances well planned. I have rendered what assistance I could in their arrangement, in order to have them comfortable and convenient, and in accordance with better styles of school architecture.

There is a great lack of information on this subject that needs the prompt attention of educational men. Within the next ten years more than half of our school houses must be rebuilt.

The ideas of the people on this subject are mostly formed from the rude, ill-planned structures of their school-day experience, but poorly calculated to meet the wants of the present age. A series of plans adapted to the wants of our district schools, laid before the public by means of some cheap publication, or through the columns of the Journal, with a thorough discussion of the principal points of school architecture, would be of great value. A blunder in the construction of a house now must be endured for years, to the disadvantage and annoyance of all parties concerned.

GRADED SCHOOLS.—We have in this county four schools that have the form of gradation, and more or less of the essentials, viz :

Fort Atkinson, four departments.

Lake Mills, three departments.

Palmyra, three departments.

Jefferson, two departments.

They lack, however, in a greater or less degree, that definite order of studies and classification, on which the success of the graded schools in a great measure depends. I think they are improving in this respect, and it needs but time to produce the desired results. Palmyra and Fort Atkinson have fine buildings, well adapted to their necessities, reflecting great credit upon the places, and speaking well for the educational spirit of the citizens.

The other two places are sadly in want of appropriate buildings. They feel the need of them, and, had it not been for the interference of the war, one of them, at least, would have been erected ere this. Hebron, Cold Spring and Rome maintain two departments a portion of the time. Each of these places could support a good Graded school much to their advantage.

TEACHERS.—During the past year, I have examined 309 applicants for certificates. Of this number 6 received second grade, 158 received third grade, 46 received limited certificates, and 99 failed. Of the limited certificates, 27 were given on account of private examinations and various causes other than low standing. The average age of the 80 licensed this Fall is 20 1-2 years. The average experience as teacher is 4 1-2 terms, 12 had never taught, and 13 but one term.

Although the standing of our teachers is lamentably low in the studies required by law, yet the great failure of our teachers is not so much on account of ignorance of the subjects taught, as in knowing *how* to teach them ; or, in other words, normal education is needed. I am trying to obviate this as far as possible by means of Teachers' Meetings, but, of course, can accomplish but very little. Where is that State Normal School?

The general deportment of our pupils is a matter of grave importance. In many localities the good behavior of the children is commendable, while in others a feeling of lawlessness prevails, that shows that Young America is sadly in need of wholesome restraint. It is a subject too much neglected by teachers, and seemingly almost ignored by parents. The education of the street more than neutralizes that of the school-room, even when that

is what it should be. It is worthy of note, that where our best schools and teachers are, there is the most healthy moral tone of the youth.

Our schools this winter are taught mostly by females, there being about 20 male teachers in the county. Ten years ago it was considered almost an impossibility for a female to teach a winter school. Necessity has compelled a change that custom was slow to admit, and since it has been discovered that brains and not muscle govern people, females have succeeded well in our winter schools.

I accept it as a fact that hereafter female teachers will conduct our district schools. Nor do I regret the change, if it will (as I think) have the effect to do away with the habit of changing teachers for each term. This evil was the natural result of the old plan of employing different sexes for the different seasons. Let our school terms be so arranged as to give our female teachers nearly constant employment. Give them inducements to fit themselves especially for the profession, and we shall not lament the change, especially if the township system be adopted. From this course, we may expect to gain some of the benefits of uniformity and classification in our schools. The people are slow to give up old habits and systems, but many see the benefits of the new plan, and we may yet hope for its adoption.

J. K. PURDY, *County Superintendent.*

JUNEAU COUNTY.

I submit the following brief report, covering, I trust, the points upon which you solicit information :

SCHOOLS.—The whole number of schools in operation during the winter of 1863-4 was sixty-nine, of which number sixty-two were visited by the undersigned, with a view to ascertain the condition and wants of each school, advise with teachers, encourage pupils, and if possible, arouse parents and school officers from their apparent indifference, to a lively interest in the numerous and important duties devolving upon them, and to gather matter for timely comment.

Five schools closed before the expiration of the terms : three on account of sickness, one on account of petty grievances between teacher and patrons, and one by the mutual agreement of both parties. The state of the roads prevented my visiting the remaining two.

During the past summer seventy schools have been in operation, nearly all of which were visited.

There have been 24 male and 123 female teachers engaged in our schools the past year, and with few exceptions I have found them earnest in their labors, and well qualified for the duties of their vocation. I have observed with much satisfaction the *tact* with which many of our teachers excite the interest and arouse the attention of their pupils. Yet some have interrogated me in the following language, "What shall I do to interest my charge?" And here let me say that no general rule can be given : even a multiplicity of rules would fail to reach every case : the minds of children differ, and what will interest *one* may utterly fail to awaken the least degree of interest in *another*, or what will interest the pupil under certain circumstances may prove futile under different circumstances, or the same

means when employed by one teacher may excite the liveliest interest in the pupil, and fail to attract even the slightest attention when employed by another. Yet there are various ways of securing this important object, and every intelligent teacher who can judge with any degree of accuracy of the nature of children can devise some means to interest and secure the attention of his charge, which is a very important point to be gained, and absolutely necessary to the success of every school.

SCHOOL HOUSES.—I cannot speak in very flattering terms of our school houses and school furniture, though we have some *very good* school houses, yet we have many *very poor* ones. Every school house should be erected and arranged with due regard to physical, mental and moral health, comfort and convenience. But a number of our school houses (and that number is not as small as some may suppose) are entirely destitute of all these essential elements, evincing on the part of patrons and school officers a want of interest in the rising generation amounting almost to criminality. Some are very open, others too small to accommodate the pupils that attend, others destitute of the means of ventilation, many are poorly and improperly seated; in several the seats are all of the same height adapted to a very few of the larger pupils, while the majority must sit with their feet dangling from three to five inches above the floor; a few are destitute of black-boards, and a very few are furnished with outline maps and globes. One school house of respectable dimensions has been built during the year, and another is now in process of completion.

GRADED SCHOOLS.—We have three graded schools: two with three departments and one with two. The former maintain ten and the latter eight months school in the year. We have one more district in which a graded school should be established, as two teachers are usually engaged in the school, which numbers about one hundred pupils.

TEACHERS.—At the spring examination 105 candidates for the teachers office presented themselves, of which number 75 were successful: three receiving first grade, eight second grade and sixty-six third grade certificates. About 20 were employed in the same schools as during the previous year. About one-half of the number who have been engaged in teaching during the past year make teaching their principal business: very few have taught the whole year. I am unable to give you the average age and experience of teachers.

PUPILS.—The whole number of pupils who attended school during the winter as indicated by the register was 2082, the whole number present at the time of visitation was 1178, giving about fifty-six and one-half per cent. as the average attendance of the pupils registered, which is quite small, yet we do not regard this as a very discouraging item, when we take into consideration the exceeding cold weather and deep snow, which in sparsely settled districts has kept the roads completely blockaded for weeks at a time, rendering it almost impossible for the school house to be reached even by the largest pupils. And yet on account of the limited time in which to perform my work I managed to visit schools under these unfavorable circumstances when it could not possibly be expected that the schools would be anything like fairly represented. Still the average attendance has been much smaller than it should be. Tardiness, the twin evil of irregular attendance, has detracted much from the interest of our schools,

and it will require the combined effort of teachers, parents, school officers and all who are interested in the welfare of youth to eradicate these evils. The whole number of pupils who attended school during the summer, as indicated by the register, was 2081, the number present at the time of visitation was 1494, giving about seventy-one and one-third per cent. as the average attendance, which is a respectable increase upon the winter attendance. The general deportment and progress of pupils have been such in many instances as to elicit from me a word of commendation; few instances of insubordination have occurred—none of a serious character. I found the schools much better supplied with books than I expected to find them.

PATRONS.—Our schools do not receive that attention and encouragement that they should from patrons and school officers. In a few instances I have prevailed on school officers to accompany me to the school room, and on one occasion found a school officer there on my arrival—a rare and pleasing sight—an officer in the school room without solicitation. Yet I hope to see many such sights during my intercourse with schools, for truly they are like “apples of gold in pictures of silver.”

GEO. P. KENYON, *County Superintendent.*

KENOSHA COUNTY.

In compliance with your circular of Aug. 22d, 1864, I have the honor to transmit you the following supplementary report:

I entered the service of my country for one hundred days, commencing May 17th, 1864, and therefore was unable to visit all the schools in the county during the summer term.

From reports received from teachers, I believe that most schools have been well conducted, and that extra efforts were made on the part of teachers to discharge their duties faithfully.

1. *School Houses.*—There have been no new school houses built in the county during the past year. There are many districts that need new houses; and it is to be hoped that parents and patrons will awake to the importance of commodious rooms, well ventilated and comfortably seated.

2. *Graded Schools.*—We have one graded school, as per last report. Probably in many districts a graded system could with propriety and profit be adopted. I believe the graded system the only one that will secure a thorough course of elementary training.

3. *Teachers.*—I have examined one hundred and fifty-three. Eighty-five hold a third grade and seven a second grade certificate.

Some six or seven have been employed in the same school the previous year.

The most of our teachers are females, who teach the entire year, and have no other occupation—the young men having gone in defence of the “dear old flag”—thus making it a necessity for the schools to be taught by females, or to be closed. Many are young and inexperienced, and this coming winter it is to be feared that some schools will not be in operation in consequence of the want of qualified teachers.

4. *Pupils.*—The average of punctual attendance is some eighty per cent.

General deportment, ninety-three per cent.

Most schools are supplied with suitable text books.

5. *Patrons*.—There is a general apathy and neglect on the part of patrons in regard to visitation of schools.

This may be in part owing to the greater interest taken in our country's struggle, and yet it can in no wise be excused.

6. *Township System*.—Judging from conversation had with leading educational men in the county, I think that the present system is generally preferred.

7. *Miscellaneous*.—We have held an Institute in this county for two weeks, under charge of Prof. S. D. Gaylord, of Sheboygan High School. Everything passed off pleasantly, and we hope profitably, with an attendance of thirty-seven.

Lectures were delivered by F. Newell, Esq., Prof. Gaylord, J. M. Kellogg, Esq. and Hon. A. Van Wyck.

I would suggest that we need some "material aid" from the State, for the support of Institutes. Also, if the county Superintendent is obliged by law to hold an Institute each year, there should be some preference given to such as attend, or some other means devised to secure an attendance of those proposing to teach.

Is it true that teaching our youth is of so little importance that it needs no preparation?

In conclusion, viewing our schools from our present stand point, although they are not all we could wish in point of qualification of teachers and experience, yet we can see a commendable progress in the direction of a demand, on the part of the people, for higher qualifications, and a desire to make our free school system one of true development for the youth of our land, in all that pertains to the practical duties of life, as a citizen and as a man.

R. GRAHAM, Co. Supt.

KEWAUNEE COUNTY.

(NO REPORT.)

LA CROSSE COUNTY.

My labors date from January last.

One new school house, all told, has been erected in the county during the year. A little patching of old ones has been observed in a few cases, but improvements generally, may be set down under the head of "nix." Districts No. 1, Farmington, No. 2, Barre, and No. 3, Jackson, have been severely threatening to build new ones for a number of years. The two first named districts would do entire credit to themselves by executing their threats right speedily.

There are two graded schools proper, in the city of La Crosse, of three departments each, and one of two departments in the town of Onalaska. Our people here made a foolish mistake at the start, in locating one large school building in the south part of the city and the other in the north. The consequence is, they have no central building, and no graded rooms above the Grammar department.

Some hundred scholars in the village of North La Crosse, are cooped up in a single room, say 16 by 24. They must expect "miserable schools" till they double up their school room.

The average attendance in the country schools during the winter, was seventy per cent. and during the summer, sixty-eight per cent. The attendance in the city schools averages seventy-eight per cent., making a general average of seventy-two per cent., against an average of seventy-eight per cent. the year previous. The difference of per cent. is wholly accounted for by the fact that so many children have to take the place of older brothers, and fathers, who are off to the tented field.

With, perhaps, half a dozen marked exceptions, our county schools have been kept fairly in hand, and well ordered during the year.

I renew no certificates to teachers who mark up as failures in the government of schools.

Text books abound in troublesome variety, in most of our districts. Our system of multiplied reading books, adapted to graded schools, works very viciously in our miscellaneous country schools. I have endeavored to talk up the great worth of *slates* in the equipment of all scholars, and the great use of *black-boards* in the illustrations of the school room.

Our school houses very rarely attract visitors. This fact is to be attributed to the general dullness of our school methods, and to the lack of interest in patrons, who are presumed to have more important business at home. I am seldom able to get clerks of school boards to accompany me in my visits to their schools. Just *then* they have pressing calls elsewhere.

During last spring I issued fifty-eight certificates, eighteen of which reached the third grade; the balance of forty being limited. My third grade standard was sixty per cent. Some nine or ten of this grade marked as high as ninety per cent. Without doubt, they could have achieved a higher grade. For the common district school, I am particularly pleased with a high-marked *third grade* certificate. *Two* grades of certificates for the common school branches would, I think, be a decided hit and improvement upon the present division.

During my fall examinations, I have given thirty third grade certificates out of forty-seven issued; showing a handsome chalking up from last spring.

I am not posted enough to give any opinion upon the township district system. It would seem to work admirably in older, thick settled counties. I am not sure of its amounting to much hereaway.

The chief trouble with our teachers in this region, is want of *pulse*, and a knowledge of the *best method* of teaching. I am trying to work up betterments in this respect.

F. A. MOORE, County Superintendent.

LAFAYETTE COUNTY.

The general condition and advancement of schools in this county, are slowly on the improving scale. There have been six new school houses erected during the past year, at an aggregate cost of about \$3,730. The expenditure for maps, charts and globes has been \$124. Most of the towns, however, are lamentably deficient in these matters.

The number of graded schools in the county is four—three with two departments, and one with four.

The number of teachers examined the past year is 178, of these eight received first grade, six the second grade, and six special certificates for particular districts, running for six months. There were during the year fifteen candidates for certificates rejected.

The general average of attendance of pupils not as great and as punctual as could be wished, but will compare favorably with previous years. One of the great causes of non-attendance is scarcity of labor. There is one improvement beginning to be noticed, which is very advisable in all schools, to retain the same teacher for a succession of terms, which is very obvious to every one at all posted in teaching. Teachers' wages have advanced somewhat in the county, but nothing in ratio to other kinds of labor or employment. The greatest drawback to advancement in that respect lies among the teachers themselves; there being such a mania for school teaching among the young females (to whom now nearly all the teaching is confined) that they underbid each other in their anxiety to obtain situations. To overcome this, we have endeavoured to raise the standard to keep the supply down to the limit of demand as near as possible, for I am satisfied, that the wished for good results of our common schools will not be realized till we can, as a people, make school teaching a profession, and pay for it as such.

Again, men are taught no one thing as effectually, in any other manner as through the pocket. And the fact of our common schools having been so cheap, is one great reason of their small estimate and universal neglect by the people.

The visiting of schools by patrons is generally too much neglected, but by agitating the subject frequently, a better state is in some few towns beginning to manifest itself. Not to carry this to an improper length, I will close by saying, that after considerable thought upon the matter, I am convinced that the proposed plan of the township system is the best calculated to meet the wants of the people in school matters of any known.

GEO. W. LEE, Co. Sup't.

MANITOWOC COUNTY.

Herewith I enclose you my Annual Report for Manitowoc county, and in doing so, very much regret, that the short time I have held the office will preclude me from making any extended remarks as to the condition of our schools.

I made many endeavors last winter to visit every school in the county which was in operation, but the heavy snow drifts, which blockaded nearly every road in this section of the State for weeks, prevented me from seeing many of them. But few schools outside of the villages have been kept during the summer season, and those were very thinly attended, owing to the scarcity of help among the farmers.

As a general thing, our school houses are good, but I regret to say that many are entirely unfit for the purposes designated. There is, however, much palliation for this fact, when it is known, that this county is heavy timbered land, and not easy of cultivation, and that many of our people

are yet poor, it being only three or four years since the county itself has been independent in its resources for home consumption. Every year, however, we see the old log house torn down, and the frame school house erected in its stead, and from what I know of our people, I am certain that the movement will continue, until, within a short time, the people of Manitowoc county will prove themselves to be as liberal in this respect as any other locality in the State.

Since the first of January last, I have granted seventy-four third grade certificates to teachers. Although there are many entitled to first and second grade certificates; no application has yet been made to me for either. Our teachers, I think, will compare favorably with those of other counties of the same population.

In my next Report, I hope to be able to give you more full and satisfactory statements.

JERE. CROWLEY, *Co. Sup't.*

MARATHON COUNTY.

I send you a brief statement, covering the points upon which you solicit information. There has been one substantial and quite handsome log school building erected within the past six months, the expenditures for which will be about three hundred dollars. In addition to this, one or two temporary structures have been erected in newly organized districts during the past spring, with no black boards, and no conveniences for school purposes, they are now standing in an unfinished condition, consequently, are unfit for winter use.

There is but one graded school in the county, it having but two departments; it is an excellent, large, well built and commodious three story building. The entrance is in the middle of the end which faces the street. On the left of the main entrance is a well arranged flight of stairs leading to the second floor. This entrance is designed for the girls, and there is one on the right correspondingly constructed for the boys; the rooms above are well arranged, and are convenient for class rooms, library, apparatus, etc.; the rooms are well lighted and ventilated, and seats of the most approved style. The building has been much improved this summer by surmounting it with a simple, but handsome cupola, which is designed for a bell. The cost of the building is \$2,100, including this season's improvements.

Only one district in the county has been supplied with outline maps, and no school in the county is furnished with any apparatus.

The general average of punctual attendance, general deportment, and progress made in studies, has been somewhat higher than during the previous year. Though there is increased public interest in the cause of common school education, it is a matter of regret, that parents and guardians, and even school officers, are so seldom seen in school rooms.

We have much reason to be thankful, amid all the inconveniences subject to thinly populated counties, that the schools of this county are generally gaining in the estimation of the public.

The attendance of pupils has been quite respectable, but by no means what it should and would have been had it not been for the uncontrollable

effects of two epidemics, visiting the various neighborhoods of the county during the spring and summer months, very much diminishing, and in some instances almost destroying interest in our schools for a time.

The schools of our county are steadily improving in interest, order, and methods of teaching and study. The intense interest of our people in the war, has diverted somewhat their attention from the public schools, but rarely has a term been shortened or the necessary means curtailed. The enlistment of so many teachers and scholars in defence of their country, speaks loudly in favor of common schools as a means of preserving law, order and the Republic. Decided improvements can easily be noticed. Marathon county has a number of teachers ardent for self-improvement, zealous in their occupation as teachers, and cultivating a friendly intercourse among themselves, proving that a professional spirit is awake among them. I can certainly feel proud of them, and feel only sorry to state, that several of them, endowed with natural faculties as teachers, and well qualified in regard to experience and education, are about to leave the county in consequence of being offered higher wages abroad, or are taking leave to start private schools in villages.

Teachers are too frequently changed. Out of forty districts only one was hired for more than one term.

The standard of qualification is as high as recommended by the convention of county superintendents, as a minimum.

Sixteen have been examined by me and received third grade certificates; as regards their qualifications, compared with those who taught last year, there has been a decided improvement. Four made application but were rejected, making in all nineteen.

M. DECOURSEY, Co. Sup't.

MARQUETTE COUNTY.

During the school year ending August 31st, 1864, we have had one hundred different schools; of this number, forty-nine were winter, and fifty-one were summer schools. There have been employed during the year eighty-three different teachers, of which number there were ten male and seventy-three female teachers. At the present time there are seventy-five persons holding certificates of qualification to teach in this county; of this number, there are fifty-one third grade certificates, one of the first grade and twenty-three limited (as to length of time) certificates. The latter were granted in many instances to teachers living in other counties, and who were not aware of the time and place appointed for public examination.

Our teachers are nearly all employed in teaching during both the summer and winter terms; their average experience is not accurately known, being probably not far from three years.

There have been no school buildings erected in the county during the year; appropriations, however, have in two instances been made for that purpose. The school building which was in process of erection in district No. 1, Buffalo, has been completed. In several instances school buildings have been repaired and now present a much more comfortable appearance than before.

There are but three graded schools in the county; each of these schools has two departments, one for the larger and the other for the smaller pupils. There are five districts which, to a limited extent, might be graded, provided suitable buildings could be furnished.

During the year there have been one thousand four hundred and ninety different pupils in attendance at the public schools in the county. During the year previous, or the year ending August 31st, 1863, there were attending the same schools two thousand three hundred and sixty-two pupils. These figures indicate a loss in attendance for the year past of eight hundred and seventy-two pupils; or an amount equal to more than one-half the entire number of those in attendance. This loss is to be accounted for by the removal of some from the county, and the effect of the national struggle upon the schools, taking the larger boys from the schools to fill up the ranks of the army, and keeping others at home to fill the places of absent fathers and brothers.

The attendance of those who now attend school has been, for the most part, quite as good as could reasonably be expected, considering the deep snows and the inclement weather of last winter, and other causes during the summer term.

All the schools are supplied, for the greater part of the pupils, with suitable school books; the want of uniformity, however, is quite a serious obstacle to successful improvement.

Nearly all the schools have been visited twice during the year, and the evidence of improvement on the part of both teachers and pupils has been seen in very many of the schools. Our schools, however, are not what we had hoped for under more favorable circumstances. At the present time, embarrassed as we are by the effects of the war, we can only expect with reason to be able to hold our own and maintain our usual number of schools, without making much decided improvement.

With regard to what is called the Township District System, I can only express an individual opinion, and for our county only. At the present time, and under our present circumstances, I do not consider it would be adapted to the wants and necessities of our schools, though perhaps a part of the system might be adopted by so modifying it that a central school for the education and training of teachers and others might be located in certain defined districts, which, in some instances, might embrace several towns. But in the newer and thinly settled portions of the State, of which this county forms a part, it would be too burdensome, if it were practicable, to make the entire change contemplated in this system.

Suggestions connected with the wants of the schools being requested, it may not be wholly out of place to notice the want of suitable libraries for our district schools. This want is being felt sensibly in some localities. Of the usefulness, and in fact the necessity, of having such libraries, it ought not to be necessary to speak; but if there are any doubts as to their utility, and the wide spread influence that would be exerted for and in behalf of the cause of education and the good of the people at large, we have only to notice the fact that the libraries furnished the people of the State of New York have long been considered as second only to the public schools themselves in promoting education and in the diffusion of useful knowledge.

How such libraries could be provided, and the proper time for Legislative action upon the same, are not within the province of this report to determine. The only points to consider at this time are whether our youth, who are soon to take the place of those in active life, can be fitted for the duties soon to devolve upon them unless snitable provision of this kind be now made for their mental and moral improvement; and whether any more potent influence than that of the library can be used to effect the desired object. With these few remarks the above is respectfully submitted.

BENJ. F. HOOD, *County Superintendent.*

MILWAUKEE COUNTY.—(FIRST DISTRICT.)

(NO REPORT.)

MILWAUKEE COUNTY.—(SECOND DISTRICT.)

I herewith submit the following brief report of the condition and prospects of the schools in this district:

SCHOOL HOUSES.—These, as regards comfort, are in some instances, far short of what they should be: but in consequence of the unsettled state of national affairs, and the present high rates of labor and material, no new ones are being built this year, though it is a commendable fact, that in a majority of cases, the old ones are being thoroughly repaired and put in as good order for the winter term as the most sanguine might expect.

GRADED SCHOOLS.—We have no graded schools. On account of our proximity to the city of Milwaukee their necessity has not yet become apparent, yet there is a growing demand, and ere long the necessity of their introduction will become obvious to the people of this district. There might be profitably established a Graded School in District No. 2 or 5, in the town of Granville, and thereby mutually accommodate the advanced children of adjoining districts.

TEACHERS.—The number of persons examined was 49, of whom 38 received certificates: 4 of whom received certificates of the second grade, 33 received certificates of the third grade, and one limited certificate was granted. Only five are retained to teach where they taught the previous year. In this respect district officers are frequently in fault, as much time is lost in children becoming acquainted with teachers, and teachers with the capacity of pupils. Of the number employed in teaching in this district, but four depend upon teaching as their only vocation.

PUPILS.—My notes taken during school visitation, do not show an increased average of punctual attendance. The only reason I am able to assign, is the scarcity of help among our farming community. In general deportment and progress in study of pupils, the advance is correlative with the awakening enterprise of teachers, and the very flattering interest manifested by parents and patrons. I am sorry, however, that school district officers do not pay that attention to the visitation and needs of our schools, that the law designs they should, but in my opinion this dereliction of duty, on the part of district officers, can only be obviated by the introduction of the "township district system;" then, and only then, will our school system be perfect in all its workings.

EDWARD TOBIN, *County Superintendent.*

MONROE COUNTY.

The number of school houses built during the year is but two, owing to the pressure of war taxes, and matters connected with the war. The one building at Tomah (yet incomplete) will be a most substantial and well arranged modern school house. Quite a good deal of improvement has been made in those already built.

2. The number of persons holding certificates is 139, third grade. No second or first grade certificates have been issued. Three limited certificates have been issued—last year there was 41. Out of this 142 teachers 120 have no other avocation, and teach summer and winter.

3. The general attendance of pupils during the year averages about 69 per cent. General deportment has been much better than it was last year. By my teachers' monthly reports, during the summer term the average deportment was 87 per cent. The number who are not properly supplied with books is very small indeed.

4. There is great carelessness manifested by the patrons in not visiting the schools. I have endeavored to produce a change in this respect. I think that about one in five of the parents visit the schools. I have visited 130 different schools during the past nine months.

It is my deliberate opinion that the plan proposed for a township district system (or some similar one) would work incalculable benefit to the common school interests of the State. Take Monroe county for instance. It is an impossibility for one man to thoroughly superintend the schools in this county; I find it more than I can do to visit each district during every term of school, and therefore the watch care that I ought to bestow upon the schools is wanting. With a township district system the "educational committee" would supply the lack. This is but one of very many advantages that would accrue. I am most heartily in favor of the proposed amendment to our common school system.

J. S. ANDERSON, *County Superintendent.*

OCONTO COUNTY.

(NO REPORT.)

OUTAGAMIE COUNTY.

(NO REPORT.)

OZAUKEE COUNTY.

(NO REPORT.)

PEPIN COUNTY.

There are in the county, twenty school houses, or buildings that go by that name. Besides these, we have hovels, shanties and deserted houses which have been used the past year for school houses, making, in all, about thirty. The latter class of houses, or shanties, are generally in newly

formed districts, and in many cases, preparations are being made to substitute in their places, good and suitable buildings; there has been only two or three built during the past year. The improvements in those previously built, are scarcely worth noticing.

There is one graded school in the county. We have established a graded school in Durand, which was very much needed. This district numbers 160 scholars, who heretofore have been huddled together in one house and until last summer, under one teacher. I am happy to say the people are waking up to this matter. There are other districts where this might be done with great advantage. The Pepin district and Waubesa, both demand graded schools to accommodate the great number, and great diversity of scholars.

I have examined 45 applicants, 32 of whom passed, two receiving first grade, three, second grade, nineteen, third grade, and eight limited certificates. The policy, as regards teachers, is haphazard and irregular in this county. Number teaching the same school as last year, one; there are six who have no other employment. Average age of teachers, 19; experience, from one to two terms; but the greater part of the teachers during the past year, were *beginners*.

The attendance of the scholars, as a general thing, is very irregular—parents do not seem to appreciate the importance of having their children attend *regularly* and *punctually*, allowing them to be absent or tardy on the most frivolous excuses, thus fostering habits of shiftlessness which will tell wofully on the future prospects of manhood. The general deportment of our schools is as good as could be expected under the circumstances, but in my opinion, we have swung from one extreme to the other; if in former times the rigor and discipline of the school room was too severe for the youthful nature, they have in those latter times become too lax. In my visitations, I found but very few who were not properly supplied with books. The greatest deficiency consisted in the want of mental Arithmetics, but as soon as the wants were made known, as a general thing, they were promptly supplied.

The indifference of the patrons is somewhat astonishing. They seem to think that if they vote money and hire a teacher, their duty is done. In a large majority of the districts in the county, not a visitation from the board or patrons, during the whole term, and sometimes from one year's end to another. I find, that when this indifference is manifested in a district, the teacher soon catches the same spirit, and then it is communicated to the scholars. But in districts where the board is awake, and the patrons alive to the interests of the school, it infuses the same spirit of watchfulness and energy into the teachers, and often makes a sharp, zealous teacher of one who would otherwise be dull. From the law of influence and association, this indifference of the board and patrons, often moulds the energetic teacher into the same indifference, imperceptibly.

I think the township district system will be a great improvement on our present system, and I hope the time is not far distant when it shall be adopted. It will soon bring about the establishment of graded schools, the want of which every educator plainly sees and feels.

Our graded school in Durand is now in full operation; the intermediate and higher grades are instructed at the Durand Academy, which is doing

a great work in disseminating knowledge and preparing teachers for teaching.

Many children in this county are growing up in ignorance, ignorant of the very rudiments of education, reading and writing, and in some instances are permitted to grow up in this unfavorable condition, simply because they don't "love" to go to school. Where parents are so indifferent to the welfare of their children, and the good of society in general, I think our legislature ought to take the matter in hand, and oblige every child in the state to acquire a certain amount of education, as they do in Prussia, Germany, and many parts of Europe,

JAMES R. HANAN, *County Superintendent*,

PIERCE COUNTY

(NO REPORT.)

POLK COUNTY

Our county is new and thinly settled. Many of the people do not properly appreciate the free school institutions of our state, yet with a little extra effort I have been able to get up some interest in some localities. In my last visit to the schools I delivered an address to the people of each district, where we could get out an audience, which, I think, has had a good effect.

In comparing the present condition of schools with that of one year ago, I perceive a marked difference for the better. There has been but little improvement made in regard to school houses; only two or three log school houses of small dimensions have been built.

In a great many districts there is a sad deficiency of outline maps and apparatus which might be obtained, and ought to be. We also need a graded school in the village of Osceola, which I hope we will succeed in getting before another year. We have also to complain that we have never yet had a visit from the State Superintendent.

R. H. CLARK, *County Superintendent*.

PORTAGE COUNTY

The existence of civil war in our nation, drawing as it does so largely upon the material resources of the people, must be expected to operate adversely to the interests of education in all parts of the country to a greater or less extent.

One of the first effects of the war upon these interests, one would readily suppose, would be the refusal, upon the part of the people, to make the necessary appropriations for the support of schools. So far as this county is concerned, it is gratifying to be able to state, that the appropriations for educational purposes are steadily increasing from year to year, notwithstanding the fact that no county in the State, I dare say, has done more, according to its ability, to sustain the government since the commencement of the war.

These appropriations, however, fall far below what they ought to be,

and do not keep pace with the increasing wants of the county in this direction.

Among the great wants of the county at the present time are comfortable and pleasant school houses. Although some districts have exhibited a commendable liberality in the erection of school houses, there are many others to all appearance equally able with the former, who send their scholars to schools kept in hovels of various valuations, from fifteen to one hundred dollars.

According to the reports of the town clerks to this office, there are in our county two school houses valued at \$15 each; one at \$16; one at \$20; one at \$50; one at \$25; three at \$75 each, and five at \$100 each. Some of these so-called "school houses" are situated in districts inhabited by people who, I am inclined to think, would feel very uncomfortable if their horses and cattle had no better buildings to shelter them. Not being willing to subject myself to a prosecution for slander, and to the disagreeable necessity of "offering the truth in evidence," I refrain from pointing out the districts above referred to, hoping that this allusion to the fact, if it should ever come under their notice, will induce a train of reflections that will result in their determination to erect such houses for the education of their children as will prove to the world that, in their opinion, they have not discharged their whole duty to their country, whose free institutions are dependent for their perpetuity upon the intelligence and virtue of its citizens, until they have placed within the reach of all the children of their district, such means of mental and moral culture, as will, if improved, prepare them for the great duties that must eventually devolve upon them.

I am aware that it is not my especial province to suggest legal remedies, but I will hazard the assertion, that if parents were compelled by law to spend only three hours each week in the school house where their children spend six hours each day five days in the week, cold and cheerless school houses would soon disappear.

Another thing I would notice with regard to the people of our county in general, is their want of an every-day manifestation of interest in their district schools. Many appear to think that when they have voted a sum of money for the support of schools they have done their whole duty. This is a grave error, and one which does its part in decreasing the efficiency of our schools. Every parent should frequently enquire of his children how they are getting along in their studies, and ascertain what their progress is. As one means of doing this he should visit the school in which his children are receiving their education at least once a month, and as much oftener as he can. The good effects of such a course are so obvious that it appears to be unnecessary, even if my limits permitted, to attempt to show them. Yet how few ever set their feet inside of a school house as visitors. And among those who do sometimes visit the school, there are some whose visits are "few and far between." Every person ought to know from personal observation how the school prospers; whether the teacher does his duty; whether the scholars are correct in their deportment and are progressing in their studies; and *especially* whether that moral support is given to the teacher which ought to be given to enable him to get along pleasantly in the government of the school.

The people of this county do not visit their schools enough; they do not appear to think enough about them, and hence they, in many instances, fail to secure the amount of good from their schools that they ought to get, considering the money expended in their support. But while it is true that educational matters, in some aspects, are not what they should be, it is encouraging to know that it is not all dark.

Among the encouraging features they present, it gives me pleasure to be able to say, that it is the desire of many of the teachers of our county, to avail themselves of all the opportunities which present themselves, in order the better to qualify themselves to discharge the duties of their responsible calling. Their attendance upon teachers' institutes, associations and normal schools, their perusal of educational works and educational periodicals, added to their own experience, has enabled a goodly number of them to take a respectable position in the educational corps of the State. But candor compels me to admit, that there are still some among us, who call themselves teachers, and whom necessity compels us, sometimes, to employ as such, who appear to have no consciousness that there is a higher excellence in their avocation to which they should aspire. Hence we find them employing their leisure time in poring over some trashy novel, or studying a fashion plate, rather than something calculated to make them better teachers. It should be the ardent prayer of every good friend of education, that this class of teachers (if ladies) would soon get satisfactory offers of marriage, quit teaching and "settle down;" and if gentlemen, that they should very soon discover that they had mistaken their calling. As the value of our schools depends so much upon the efficiency of our teachers, it is to be regretted, that more effective legislative provision has not been made in our State for the establishment of normal schools for the education of teachers. Such schools located in such parts of the State as to enable those who are preparing for the profession of teaching, to attend at small pecuniary sacrifices, would do more to raise the character of our common schools, than could possibly be accomplished by the same expenditure in any other direction. It would enable the State in a short time to supply its schools with teachers, not only qualified in literature and science, but also well "posted" in the philosophy of teaching.

This county is at present divided into four inspection districts, in each of which I have held two meetings for the examination of teachers. During the year I have issued 86 certificates in all, 14 of these were second grade, and 72 were of the third grade. There are four first grade certificates in force in the county, issued by my predecessor, making in all 90 certificates.

I was relieved from the duty of holding an institute by the enlightened policy of the State board of normal regents, who sent us their agent, who continued with us almost two weeks, and succeeded, we trust, in doing a good work for the cause of education in this county. The good attendance of our teachers, and the interest they manifested augurs well for the future of our schools. I cannot but think, that the last year has been one of substantial progress to our schools, and although to a casual observer it may scarcely be perceptible, it is, nevertheless, real, and sufficiently encouraging to induce us, as teachers and school officers, to go on hopefully in the good work.

I have, during the year, visited officially every school in the county, with a few exceptions, once a term. Those exceptions were mainly on account of the fact that the terms of these schools were so short, that I could not get around before they expired

W. R. ALBAN, County Superintendent.

RICHLAND COUNTY.

The general state of our schools is encouraging, although there are many improvements needed, and the supply of fully qualified teachers is too small.

There have been five new school houses built during the past year. The old ones remain *in statu quo*, if not "a little more so."

We have had but two graded schools. There are two or three other districts where they might probably be established with benefit, could the people be convinced of their ability to support them.

The whole number of applications for certificates during the year has been 188, of which 130 have been granted: two being of the first grade, one of the second, and the remainder including regular third grade certificates, district certificates, and certificates granted on special petition from district boards. Many limited certificates have been rendered necessary by two causes: 1st. Not more than fifty per cent. of the applicants passed in every branch. 2d. The demands of the districts could not otherwise be supplied.

The number of certificates now in force for the coming winter is but ninety-three.

Some of those teaching under district certificates have by their tact, faithfulness, and ability to teach what they know, given marked satisfaction to their patrons.

The general average of attendance on the part of pupils seems to be about twelve per cent. better than last year.

The general deportment seen in the schools has been good, in some cases far above the average, but in two or three instances, owing to local influences, or inefficient management, it was decidedly bad.

A greater supply, and more uniformity of text books are much needed.

There is plainly too little visiting of the schools on the part of parents and district boards, but there are pleasant exceptions to the rule, which I hope will multiply, as this want, with many others, has been brought in various ways before the public.

I held an institute at the county seat, in the month of October, which was pretty well attended, and much interest on the part of the teachers was manifested in its exercises.

As to the "township district system" I can only say that it presents many striking advantages. Some difficulties might be found in the disposition of the present school houses, and in the satisfactory location of the superior grades of schools through the towns. Probably these difficulties can be obviated, but it strikes me that the best mode of doing this is yet to be contrived.

Why cannot the law concerning certificates be so amended as to allow a superintendent in one county to make good within his jurisdiction the

certificate issued by the superintendent of another county? This could be effected by a simple endorsement, giving the owner permission to teach in a given town or district in the county until the next subsequent examination, leaving the original certificate to speak for itself as to examination and grade of the teacher.

This endorsement might be left optional with each superintendent, who, if he should choose, could still require an examination or other proper evidence of merit, before granting license.

Some alteration of the law to this end would not only be convenient to all parties, without endangering the grade of any county, but would be likely to facilitate the passage of surplus teaching material from counties where it is abundant, to those in which the supply is less than the demand.

WM. C. WRIGHT, *County Superintendent.*

ROCK COUNTY.—(FIRST DISTRICT.)

I have the pleasure of reporting that the condition of the schools in the First Superintendent District, during the past year, has been quite encouraging to the friends of education, considering the disadvantages under which we have labored. There have been many things well calculated to divert the attention of the people from the cause of education, and there remains much to be done before, as a whole, the schools become what they should be; yet I doubt whether they have ever been better sustained or better conducted than during the past year. It is true, the attendance, particularly of large pupils, has been somewhat less, owing to the increased demand for labor, and the attendance of those registered, in some localities, quite irregular, owing, no doubt, to the thoughtlessness of patrons; but the better classification of the pupils, and the higher attainments of the teachers have more than balanced these losses.

High taxes and war prices have not prevented the people, in all localities, from providing for the comfort and intellectual growth of their children. Four new and commodious school houses have been erected in this Superintendent District during the past summer, and it is highly gratifying to be able to state that they are all of good size, well arranged, and tastefully finished, reflecting much credit upon the inhabitants of the districts in which they were built. Three hundred dollars was raised for building purposes, at the previous annual meeting, in each of three other districts in which larger and more comfortable houses were sorely needed; but they failed to raise an additional amount sufficient to erect suitable houses, and the children will again be crowded into low rooms without any proper means of ventilation—seated upon uncomfortable forms—part of them so near the stove as to be almost roasted, while others are nearly frozen. Many of our school houses should be re-seated, and the forms so arranged as to accommodate small, as well as large pupils, and all should be provided with more perfect means of ventilation.

But very little has been done towards providing globes, maps and charts, and yet, the majority of the schools are entirely destitute of these very important aids to the teachers, and ornaments to the school room.

There are but two graded schools in this Superintendency—one at Evansville and one at Edgerton—of two departments each. There are two

other schools, in each of which, two teachers are employed. These latter should be provided with two apartments and thoroughly graded. The noise and confusion consequent upon having two teachers laboring in the same room, is very detrimental to these schools.

At the fall examinations, which were held for the whole county, there were one hundred and seventy-two applicants for certificates. Of this number, one hundred and twenty-three received certificates of the Third Grade; fourteen of the Second, and three of the First. Sixty-four of the third grade were given but for six months. It was found necessary to grant so large a number of limited certificates, that all the schools might be supplied with teachers. It was thought better to bring all up to a proper standard, rather than by the presentation of less difficult questions to place certificates for the full term within reach of a sufficient number of the candidates to supply all the schools. Those to whom were granted but limited certificates, generally, showed marked improvement at the next examinations.

At the spring examinations for this district, there were ninety-four applicants, of which number sixty-two were accepted, all receiving certificates of the third grade. Seven limited certificates were given upon application of district boards, and twenty-one were given for six months, to candidates who were unable to attend the public examinations.

One hundred and thirty-three different persons have been engaged in teaching, in this superintendency, during the year, of which number, but thirty-seven were males. Only nine were employed in the same school during the year. Too much cannot be said against this almost universal practice of changing teachers every term. My observations, made while visiting the schools, have convinced me, that a good teacher can accomplish at least one third more in the same school, during the second, than during the first term. Monthly reports to the superintendent were required of the teachers, during the last term. These furnished me with much useful information as to the condition, wants, and progress of the schools, and no doubt stimulated both teachers and pupils to greater efforts in their work.

Many of the teachers have manifested a commendable desire for improvement, and have labored zealously for the improvement of their schools, while a few have shirked the public examinations, and "kept school" without making teaching a study, or inspiring their pupils with a thirst for knowledge. There will be some of the latter class so long as the opinion prevails, that a poor teacher will answer for a backward school.

The deportment of pupils on the days of visitation, was generally good, and but few cases of corporal punishment were reported. 2,494 pupils were registered during the summer, with an average daily attendance of 1,654. This shows great irregularity of attendance, which I believe to be the greatest evil in the schools. I have suggested, as a remedy for this evil, that the district board of each district establish rules requiring regular attendance on the part of pupils, and in case of failure to comply with such rules, that the pupils so failing, be suspended during the remainder of the term, in which such irregularity occurs. Objections might be taken to this measure, as it would probably drive some from the schools, who should enjoy the advantage of an education: but while all should enjoy these advantages, it is neither sound policy, nor justice, to allow a few pu-

pils, by attending one day and absenting themselves the next, to so break up the classification and retard the progress of the school, as to hinder those who, by regular attendance, seek to make proficiency in their studies.

During the summer term, there were made, by the school district officers; but fifty-seven visits to the schools, and but three hundred by other patrons. Thirty-eight schools were not visited by either of their district officers, and fifteen were not visited by neither officers nor patrons. This shows a lamentable disregard of duty, and carelessness on the part of officers and patrons; but I cannot believe it is attributable to a want of interest in the schools.

District boards do not seem to understand that the law makes it their duty to visit their schools, and to make all the needful rules and regulations for the government of the same; and parents do not yet see the importance of school visitation, as a means of stimulating and encouraging both teachers and pupils. While they are willing to provide, pecuniarily, for good schools, and are generally demanding higher attainments, and earnest, well directed efforts on the part of teachers, they fail to cheer them on in the great work of education, by their occasional presence in the school room.

H. A. RICHARDS, *County Superintendent.*

ROCK COUNTY.—(SECOND DISTRICT.)

SCHOOL HOUSES.—There are in this superintendent district, not including the city of Beloit, eighty-one school houses, of which eleven are built of stone, four of brick, and sixty-six are frame buildings. The average value of these, according to the statistical reports, is \$306.00, and the aggregate, \$24,825.50. The lowest valuation is \$0.50, and the highest \$2,500.00. Clinton Junction can boast of the best house, while that of Utter's Corners is estimated the lowest.

The great advance in prices, during the past year, has discouraged improvements in buildings and in their appurtenances, so that but one new school house has been erected in that time, and only a few additions made to charts and apparatus. \$1,974.11 is the amount expended for these purposes. For the sake of such improvements, it is desirable that the "better time coming" may soon come, for not more than one-half of our school houses are equal to the demands and circumstances of the districts in which they are situated, and but fifteen schools are supplied with outline maps, and only thirty have the protection of a fence to preserve their sessions, as well as their play-grounds from the annoyances of cattle and other nuisances that run in the streets. The best apology that probably can be made for this condition of affairs is that most of the school buildings were erected several years ago, when settlements were more sparse, and the means of the settlers quite limited, and since then opportunities for making improvements have been generally put off until more convenient times.

GRADED SCHOOLS.—There are but two schools in this superintendency that can be classed under this head; one at Shopiere containing two departments, and the other at Clinton Junction containing three. In each of these superior educational facilities are furnished, and consequently the

attendance of the more advanced pupils in the branches of a common school education is retained. Two departments might be profitably established in the schools in the villages of Milton, West Milton, and Emerald Grove, and probably in other places had not the expensive policy of en-smallling districts been, in some localities, previously pursued. I am happy to say that the advantages of a graded school are to be enjoyed in a part of the last mentioned places during the ensuing year.

TEACHERS.—One hundred and forty-three teachers have been employed in this district during the whole year, of whom one hundred and six were females, and thirty-seven were males. The former class largely predominated during the winter, and met generally with as good success in every respect as the latter. Indeed, for the management and instruction of the class of pupils that usually attend our public schools, I would, from observation, rather give them the preference. In the light of this fact, there cannot be a necessity for that practice, so common in some school districts, of changing teachers once in a year, so as to have a female for the summer term, and a male for the winter. If one of the former class was reemployed for the winter, she would not only be less expensive than one of the latter, but would also, from a knowledge of the wants and progress of her pupils, be generally more serviceable. Some districts realize the importance of this fact, and have retained the same teacher during the year; and, I may say, that the schools under the charge of these have been generally among the best. There are thirteen of this class, and there are nineteen that have been employed one term or more in the same school as during the previous year.

About fifty have been engaged in teaching during both terms, and about the same number have no other employment. It is quite probable that not more than this number intend to make teaching an occupation for life. This is not strange, when there is considered that the average wages paid during the year to male teachers was but \$27.76, and to female teachers but \$18.72. While this is enough and more than enough for the incompetent or unfaithful, there is not a sufficient discrimination made in favor of those who are desirous of following this profession and who are an honor to it, to induce them to make a more thorough and extensive preparation for its duties.

In respect to ability to teach and tact in management, as manifest on my days of visitation, the teachers might be divided into three classes, good, average, and poor, having about equal numbers in each. Nearly all are worthy of commendation for their earnest endeavors to discharge their duty, some are entitled to great praise for their flattering success, but a few ought never to be allowed again the care of a school, on account of their unfaithfulness, or their inability to govern either themselves or others.

The average age, experience, and scholarship of the teachers, may be gathered from the following summary: Thirty-four teachers were under twenty years of age; ninety-three between twenty and thirty; thirteen between thirty and forty; and three over forty. Thirty-two were without previous experience in their vocation; eighty-six had taught from one to ten terms; twenty-one from ten to twenty; and four, more than twenty. There were one hundred and seventy-four applicants for certificates at the public examinations in the fall and spring, of whom thirty failed to pass.

examination, one hundred and twenty-six received third grade or limited certificates, fourteen second grade, and four first grade. The average standing of those was six in a scale of which ten is perfection. The number whose average standing was below five is twenty-six; above five and below six, sixty-two; above six and below seven, fifty-two; above seven and below eight, twenty-three; above eight and below nine, ten; above nine, one. The standard of perfection is not an ideal one, but within the reach of every persevering and faithful student; nor again, is it so low as to flatter a teacher with possessing qualifications to which he is as yet a stranger.

PUPILS.—The average daily attendance of pupils is sixty-seven per cent. of the number registered, and the average number registered in each term is sixty-two per cent. of those legally entitled to school privileges. It will be seen from this, that one-third of the time of registered pupils is lost by irregularity of attendance and that not quite forty-two per cent. of the children, between four and twenty years of age, receive daily instruction during both terms in the public school. If there should be added to the latter ratio the per cent. of those under the age of six years, that are not and should not be sent to school, and the per cent. of those attending high schools and academies, not reporting to this office, the disproportion would not seem so great or lamentable. But after making due allowances for these causes, and for the absences occasioned by the great demand for men and labor in consequence of our national struggle, there still remain grounds enough for the assertion, that the daily attendance of pupils is forty per cent. less than it might and should be. But this is not the measure of the evil influence of absenteeism and irregularity of attendance. The injury done in this way to the education of our youth is more serious still. The absent pupil not only loses himself the advantages of the school, but also works an injury to the classes to which he belongs. The blame for this loss of time and waste of invaluable privileges, rests, no doubt, in part upon the teacher's want of interest in his vocation, or upon his inability to elicit from his pupils a love for the school room, but in a much greater degree upon the thoughtlessness of parents, or their inappreciation of the importance of regularity of attendance and of the value of education. The superintendant can, in some measure, correct this evil, by refusing certificates to teachers that have proved their incapacity to draw forth from their pupils a love for study, and by some influences, that he can bring to bear upon the parents themselves, but it cannot be entirely eradicated without a system of compulsory attendance, which, if not opposed to the policy of a republican government, is at least opposed to the sentiments at present entertained by the people.

PATRONS.—In some districts, the school board and other patrons, take a commendable interest in their schools, and cheer and strengthen the teacher by their frequent visits, while in others there is a remissness in school visitation, which, if it does not betray a blameworthy carelessness, must proceed from an undervaluing of the importance of this duty. The school district officer should bear in mind, that by accepting his office, he has given a promise to visit his district school, and that, if he fails to do this, he breaks his word as well as neglects an important trust. In order that there might be more frequent visitations, and some system in making

these, I would suggest that the clerk should make a list of the patrons in his district, and appoint the times when each in turn should perform this duty. If such labors were expended in every district, an ample reward would be reaped not only in the renewed courage and zeal of both teachers and pupils, but also in the increased interest and better directed efforts of the patrons themselves.

ALBERT WHITFORD, *County Superintendent.*

SAINT CROIX COUNTY.

1. **SCHOOL HOUSES.**—A large part of the school houses in this county are new, well built, painted, well lighted, but poorly ventilated. Some are models for neatness and architectural finish, suitably enclosed and provided with a well or cistern, ample play-grounds and convenient out buildings. A few are mere shanties, built of rough boards school-pens, rather than school houses. Such were hastily thrown up to answer but temporarily the immediate wants of a newly formed district; but have been suffered to remain year after year, an eye sore by the way-side, a place uncomfortable, unattractive and loathsome to the little victims immured within their walls. There are but two log school houses in this county, and one of these is very comfortable and by no means unsightly in appearance. But one school house has been built in this county during the past season; this, like others in the newer and less populous towns, although by no means faultless in some respects, indicates liberality and educational progress in public sentiment, highly commendable and encouraging.

2. **GRADED SCHOOLS.**—We have two graded schools in this county. One in the city of Hudson is organized with four departments, and supplied with competent and earnest teachers. The other in the village of New Richmond has been recently organized; but located in a liberal and enterprising community, and provided with a well constructed building, is destined in its maturity, to rank high among schools of its kind.

3. **TEACHERS.**—Four teachers now residing in this county are holding certificates of the first grade; two of the second, and forty-four of the third grade. All except four of the teachers holding certificates of the third grade, were examined both in the spring and fall with different schemes of questions; the scheme for the fall examination being far more difficult and comprehensive. Of all the candidates for license to teach who have offered themselves for examination during the past year, eighty per cent. have been accepted; two only have received the highest number in every branch, on a scale of 10. The number of questions which were required to be answered correctly was set at 60 per cent. of all that were presented in the scheme. None were licensed who fell below this in any branch. Most of the failures were in Orthography and Mental Arithmetic. Of the whole number of teachers in this county, twelve make teaching their principal vocation; six are engaged eight or nine months in the year, and five only, have been employed in the same schools this year as in the preceding year.

Our teachers generally evince a commendable zeal in their work, and a desire for higher qualifications. With few exceptions, they have attended

the institutes in which many of the more experienced have taken an active part. Our institutes have been large and spirited. Professional gentlemen, especially clergymen, have encouraged them by their presence and instruction. Those teachers who prize and attend institutes, are the most successful. The very fact that they put themselves in the way to learn and improve, is in their favor, and what they have learned they are apt to make available in the management of their schools.

PUPILS.—A very few instances of marked insubordination have come to my knowledge during the past year. Good order has generally prevailed in our schools, even to the exclusion of all kinds of communication among the pupils in school hours. I have met with but one teacher who allows and defends the practice of whispering in school, and that is a teacher of remarkable quiet nerves.

Irregular attendance is the complaint of almost every teacher. The whole number of pupils in our county, attending school, is 2,078. The whole number of days attendance of pupils, during the past year, has been about 126,000; it should have been nearly twice that number.

Owing to irregularity in attendance, the county has lost, in the aggregate, 50 per cent. of all appropriations and expenditures in behalf of our public schools. But the loss does not end here. By this cause classes are deranged, teachers discouraged and parents dissatisfied.

Many of our schools are poorly supplied with books,—others suffer for want of uniformity.

To remedy the evils mentioned, and others of less magnitude, a circular has been printed and sent to the different District Boards, calling attention to existing facts, and suggesting measures which might be serviceable for the end proposed.

During the past year, educational meetings have been held in different parts of the county, which have been well attended and seemingly productive of good results. All necessary taxes and expenditures for school purposes seem to be cheerfully borne, and higher wages for the services of teachers accompany the demand for higher qualifications.

I have taken much pleasure and interest in the enjoined duty of visiting and inspecting the schools under my supervision; more especially as parents, children and teachers have given me a hearty welcome, and have kindly received my advice and suggestions; thus showing a sympathy with, and an interest in the objects of my visit.

During the year I have visited every district twice, in which a school was in session, spending from two to three hours at each visit. In general, I have found the schools in good condition; teachers earnest and industrious, and pupils orderly and studious. But I have been too often pained by glancing at the register, to find that from one-third to one-half of the pupils were absent. I have also regretted to learn that the schools are seldom visited by parents or by the district board, and that some excellent teachers were much disheartened on account of the apathy and indifference of the patrons and guardians of the school.

But with all the drawbacks which have been mentioned, our schools are improving. Our teachers are becoming better qualified, are aiming at higher culture in themselves, and better methods of imparting instruction to the youthful mind and heart.

A. H. WELD, County Superintendent.

SAUK COUNTY.

In compliance with your request of August 28th, I submit the following Special report of the condition of common schools of this County:

1. **SCHOOL HOUSES.** My Statistical Report shows that there have been \$3766.25 raised, during the year, for the building of School Houses, and, I think, during the time there have been three log, one stone, and five frame school houses completed, or are in process of completion.

As the standard of qualifications of teachers is elevated, there is more interest manifested in school buildings, playgrounds, and more tasty surroundings generally, as might have been anticipated.

But, in many districts they do not yet seem to realize that a close, un-ventilated room with dark walls and a filthy playground and *buildings*, have anything to do with the child's education conducive to coarseness of mental and moral faculties.

Others are more alive to these things and do every thing perhaps that they can, consistently with their means and circumstances, to make the School House and playgrounds what they should be, a "*home*" for children, a place where they may cultivate the perceptive faculties, and become practically acquainted with Esthetics, the Science of Beauty. I sometimes find on visiting a school, it may be in some old log school house—the teacher in such case should doubtless have the credit—the walls covered with nice pictures and paintings, or decorated with evergreen festoons, thus throwing around every thing within, an aspect of cheerfulness.

The ornamental is not only attended to, but at least in one instance I know that the pupils on arriving at school found, to their great *physical comfort*, all the seats upon which they were accustomed to sit, from four to six inches lower, caused by the rasping effects of an old saw that the teacher had borrowed that morning.

Thus the teachers having left teaching and gone to educating, their influence may already be seen as well as felt.

2. **GRADED SCHOOLS.** We have eight districts that have each two or more departments approximating more or less nearly the Graded School; one of these has three departments, and another three in summer and five in winter.

In most if not all of these schools, the principal teacher exercises a general supervision over the different departments, and, on examination of attainments, decides on a pupil's ability to enter the next higher department.

There are three other districts where they should have graded schools, and probably would have, if they had suitable buildings, as it is a much more economic way, as well as a more efficient and successful one of educating pupils. I trust the number of these schools will be increased the coming winter.

3. **TEACHERS.** There are some eighty who make teaching their principal business, twenty who teach only during the winter, and a few others just commencing, who intend to make this their business, at least till they get up a small private school. The remainder of our teachers make this a stepping stone to something else. As the teachers advance in attainments, their required ability, at examinations, is elevated, by giving more difficult questions, and holding the minimum standard at sixty per cent.

At my fall examinations, 93 candidates presented themselves, to whom were granted :

Third grade certificates	66
Second do	1
First do	1
Total.	68

At the spring examinations 169 candidates presented themselves, to whom were granted :

Third grade certificates	111
Second do	2
Total.	113

After the close of the fall examinations I gave six or eight district certificates to subsequent applicants, and about as many more after the spring examinations.

4. PUPILS.—I have no statistics by which I can state explicitly the average of punctual attendance of pupils; judging, however, from the schools as I found them, I should say that the average has been good, with an exception or two which continued for a time. An epidemic prevailed in different parts of the county, which, at one time, reduced many schools quite low, and in a few instances, broke them up. Perhaps I ought to add also that the whortleberry season had its influence upon some schools. The general deportment of pupils has been very commendable; I have heard no complaints, and of no difficulty, except in one school where the patrons were more to blame than the pupils, and even this was transient. Pupils are well supplied with books where there is an interest in education, and where there is not, they are not thus supplied.—“Where there is a will there is a way,” applies forcibly here.

5. PATRONS.—The schools of Sauk county have not generally been visited as often as they should be, either by the patrons or officers of the school; a few, however, have exhibited a commendable zeal in this respect. There is one item that is worthy of note: in one of the village districts, they had a board, previous to last fall, composed of men of excellent business habits, but not particularly interested in school matters, who exercised a good degree of caution in procuring good teachers, and in this I think succeeded, and paid good wages. Here, so far as special efforts for the school were concerned, they stopped; and as a consequence, their schools were not generally orderly. The pupils, when not under the immediate supervision of the teacher, were wild and lawless. They would even tear off the siding from the privy and the casing from the pillars of the school house, for the purpose of kindling a fire. There was not a desk but what had been more or less cut with their knives. In short “destruction” was written upon every thing about the house. To such an extent had this state of things been carried, that the principal lawyer of the place, at the annual meeting, as I understand, took the position, that it could not be stopped, and consequently, was even opposed to repairing the privy, from which the siding had been nearly all torn off. But the school house and privy were repaired. The new board, at the opening of the

winter school, published to the pupils, some written regulations which should govern either them or the board; such as for any act above referred to the actor should be punished to the extent of the law, and for an unintentional act, such as accidentally breaking a light of glass, the pupil should repair any such damage to the satisfaction of the board, etc. The members of this board visited the school, occasionally, and encouraged their teachers by their presence, and by timely suggestions. The result has been, that the district property has not since been injured in the least and the discipline of their schools is far superior to what it had been, and in many respects it has been a model school, with teachers, whose reputation for order was certainly no better when they went there, than the others had been. Let it be understood then that the school is, to a great extent, what the district and the district board make it.

6. **TOWNSHIP DISTRICT SYSTEM OF SCHOOL MANAGEMENT.**—At my first examination of the township district system, as presented in the last annual report of the State Superintendent, I thought that there were objections that would fully balance all the arguments in its favor, but these objections have nearly disappeared.

Give us the township system.

I. W. MORLEY, *County Superintendent.*

SHAWANAW COUNTY.

(NO REPORT.)

SHEBOYGAN COUNTY.

I forward to you a general report of the condition of the district schools in this county, their progress and improvement.

1st. But four new school houses have been built during the past year, and not so much progress made in improving the appearance of those already built, and supplying them with suitable seats, desks, charts, etc., as ought to be made, owing to the fact that our attention has been given to the war. In building, especial pains has been taken to make them convenient and comfortable. Several districts have delayed building until more favorable times.

2d. There is but one graded school—located at Sheboygan Falls, has three departments, and employs four teachers—in this county outside the city of Sheboygan. It is well sustained. The villages of Green Bush and Plymouth, each employed two teachers last winter, and it is to be hoped that permanent graded schools may soon be established there, and also at Gibbsville, Hingham, and Glenbeulah.

3d. At the public examination of teachers in April last, I required 60 per cent correct answers for a third grade certificate.

Out of 201 applicants who applied, 54 passed high enough to receive a third grade certificate, and one a first grade; but several of this number, acting their profession during the examination, received a certificate for only six months. The interest felt by teachers, parents, and friends of education, is steadily increasing. The present system of County Superintendents has set teachers at work to qualify themselves. Competent, en-

ergetic, *working* teachers command good pay and steady employment; but those who keep school because it is easier and pays better than washing dishes often fail to get schools. This is as it should be. The system of changing teachers, which has done much to make schools backward, is being done away with.

4th. The average attendance has, considering the scarcity of help, been good; and scholars, except in backward districts, are well supplied with books. Various methods have been tried to secure a large attendance, each having its good point; but those teachers, who have urged the parents to assist them, have succeeded best.

5th. Patrons are beginning to learn that upon their frequently visiting the school, conferring freely with the teacher, and exhibiting a lively interest in the progress of the scholars, as much depends as upon the teacher. Many have supposed that *their* work was done when a teacher was hired, and the necessary books furnished; but I am glad to see that this opinion is giving way. I have, during the year ending January 1st, 1865, visited 126 schools, and find them making good progress.

6th. The Township District System will, I think, supply the only link necessary to make our school code perfect. Those who have given the subject any thought, must have felt that something was needed to make our school system work, that the system of district organization was ruinously expensive and tended to keep small districts backward. The Township District System will remedy these evils; by having to support a less number of schools—for school houses may be so located in every town as to save 20 per cent. and, at the same time better accommodate all the children—by making a greater uniformity in the schools, and doing away with many small districts that cannot afford to keep a school for more than three or four months during the year, and that only by employing a “cheap teacher.” Those miserably uncomfortable houses, with a single row of benches on three sides, would give place to houses built and furnished with a view to the *comfort* and convenience of the scholar.

I trust the next Legislature will enact such laws as will give us the benefit of the Township System soon.

H. A. FORBES, County Superintendent.

TREMPEALEAU COUNTY.

(NO REPORT.)

VERNON COUNTY.

(NO REPORT.)

WALWORTH COUNTY.

In compliance with your circular of Aug. 30th, I herewith submit the following brief Report of the condition of the school interests of this county.

Since the date of my last report, there have been built two neat and commodious district school houses, which supplant as many dilapidated structures, that were formerly used for school purposes; also, in addition

to these buildings, the people of Geneva and vicinity have erected a very convenient and commodious seminary, on an eminence overlooking Geneva Lake, at an expense of nearly \$5,000. It is generally understood that this seminary is designed, in a great measure, to fit and prepare teachers for their important duties in our district schools. Several districts have repaired or "patched up" their "temple of learning," waiting for a more propitious season to build.

The number of graded schools in this county remains the same as reported last year; they are eight in number, and are conducted by successful and experienced teachers.

There are but few, if any, other districts in the county that could profitably sustain a graded school.

Since my last report I have examined three hundred and five applicants, and have granted seven first grade; 6, second, and 233 third grade certificates; of these, 57 are employed in the same schools as during the previous year. 94 have no other employment, and 89 have been engaged in teaching during the year.

The general average of punctual attendance of the pupils of the schools of this county, while members of the schools, was nearly 80 per cent., and yet when we take into consideration the number of children of the county drawing public money, the punctual attendance upon our schools is alarmingly small.

The general deportment of the schools has been good, very good, with a few rare exceptions, during the past year.

In some districts there is a manifest deficiency of books, while generally the pupils are well supplied.

During the past year the interest manifested by the patrons of the schools has been of that passive nature, which is usually visible at the annual school meeting in voting the necessary funds to conduct the schools successfully through the coming year, and in sending their children during the session of the same.

The visitations of the patrons of the schools have been less frequent than in former years, owing probably to the fact that the minds of the people are so engrossed in watching and sustaining the Government in its efforts to put down this unholy rebellion.

So far as the Township system of school management is concerned, I most unhesitatingly recommend its adoption in Wisconsin, as I have seen its good effects in my native state, where it has wrought many changes for the better in their school system. It is generally conceded by the friends of education in this county, that its adoption would be a step in advance, and it is to be hoped that the Legislature elect will incorporate it into our school laws at the coming session.

Finally, would we save our state from corruption, our country from ruin, we must educate with all the thoroughness which the interests at stake demand, both the minds and the hearts of the children in the schools.

The present peril that hazards the unity of the nation, arises from the ignorance of large masses of the people, and the institutions and laws designed to keep them in ignorance. Freedom and intelligence, moral and intellectual, are cause and effect, foundation and superstructure.

The temple of freedom, no more than the temple of righteousness, can

stand on the "hay, wood and stubble," of darkened minds. The denial of knowledge to the mass of the people, is certain death to a Republican Government. Cherish, then, the Public Free Schools as the bride does her jewels. Honor the teachers in them, as most worthy of encouragement and respect, then, whatever madness may seize, or judgment visit other portions of the nation, where knowledge is sealed up and law forbids instruction, the warm sunshine of a favoring Providence will make our fields fruitful and fragrant, and intelligence and virtue will make our homes happy and secure.

A. J. CHENNEY, *County Superintendent.*

WASHINGTON COUNTY.

The schools of the County of Washington have improved very much during the last year, in attendance as well as in scholarship. The different Districts of the County raised money enough to make their school houses more comfortable to the pupils as well as to the teachers, and where those school houses that they intended to build during this summer are not even commenced, so does this not depend upon the good and earnest will and wishes of the inhabitants of those places and districts, but on the high prices of all materials and on the high wages asked by the laborers.

As soon as this present war is settled, our schools will flourish more than ever, for many of our ablest young teachers have changed their books and pens for the musket and sword. When returned they all with it is hoped by their friends and patrons, again cling to the noble work of the education of the children.

I examined during the previous year 281 teachers, and 216 certificates of the 2d and 3d grade were granted. The average standing was from 6 to 7 on the adopted scale. The patrons of our schools are entitled to many thanks for the interest they took in the improvement of our schools and the assistance they gave to this office to get more influence upon those who are yet too indifferent towards our schools, our teachers, and the education of our rising generation.

Yours Respectfully.

F. RECHENRUSS, *County Superintendent.*

WAUKESHA COUNTY.

In compliance with yours of Aug. 31st, I forward the following special report:

1. SCHOOL HOUSES. Our County is supplied with 118 public school buildings; of these 8 are positively good and commodious, 15 are comparatively good, that is, they are tolerable, 20 are absolutely intolerable, and disgraceful to enlightened humanity. The remaining 75 fill the varying shades of gradation between the two extremes.

Two new buildings have been erected during the past year; but I regret to say that in size, arrangement and needful accommodations they are not up to the times in all respects. Two others are in process of building, one of which promises to be commodious and tasteful. Two houses, also, have

been extensively repaired and newly seated. One has received an addition for a primary department.

The people "talk about building" and "intend to build" a large number of new and elegant school houses, "as soon as the times get a little easier." May the good time soon come.

2. GRADED SCHOOLS. Eight schools in the county have two or more departments, and are gradually advancing towards gradation. Two of these have each three departments. Of the five having each two departments, three merge the primary with the higher during the summer term. Five or six other schools in the county would be greatly benefited by arranging for a separate primary department. When a school averages sixty or more pupils, I have recommended the district board to place some 25 or 30 of the younger pupils in charge of a primary teacher. This arrangement has worked admirably in every instance, and I believe, given universal satisfaction. Pupils, teachers and patrons all attest its advantages. In one instance where the trial was made by renting a room in a private dwelling, for one term, a primary room was immediately added to the former school building. Others contemplate enlarging or building soon, to provide like accommodations.

This system of grading schools may with profit be adopted in nearly all of our towns and small villages. Nothing but mismanagement can prevent its success.

3. TEACHERS.—Ten public examinations have been held during the year. The number of applicants for license to teach has been 333. The number found entitled to first grade certificates was 5. The number found entitled to second grade certificates was 15. The number found entitled to third grade certificates was 236. Fifty of the third grade licenses were limited to six months—most of them on account of inexperience. Those who prove themselves possessed of "ability to teach," are entitled to an extension of their certificates for the remaining six months without further examination.

A moderate gain is apparent in the qualifications of the teachers of the county, as a whole, over the past year: a very marked advancement has been made by those who make teaching a business. These teachers improve their opportunities, they read the Journal, they are found at the institute, teacher's association, and at the school room before 9 o'clock.

Comparatively few remain a second term in the same school, and fewer still a second year. Five teachers have continued each two years in their respective schools, and it is worthy of note, that no more prosperous schools are found in the county.

4. PUPILS.—The general average of punctual attendance is in advance of the preceding year. Still it is far below what it should be. In point of deportment, I am most happy to say, a decided improvement is manifest. I come to this conclusion, not only from what I see of the pupils in the school room and at their sports, but from the representation of teachers and more especially from the absence of much of the obscene caricatures formerly so abundant in most public school buildings. It is true, in this county, that our school buildings suffer less at the hands of the pupils than in former years. I insist upon the teachers attending to matters of this nature with untiring diligence.

Very little complaint is made for lack of books. Some are troubled for want of uniformity. We are more in want of slates and good blackboards than books.

5. PATRONS.—I regret to say that in a majority of instances more want of interest than interest is manifested by the patrons. Still there are in nearly every district a few exceptions, in some, noble exceptions.

What we need most of all things in our common school is a healthy public sentiment on this subject. When this is right, it will right all other wrongs.

I am endeavoring, with the co-operation of many earnest teachers of our county, to call attention to the importance of patrons visiting and becoming interested in these things. We do this in part by holding pic-nics in summer, and in winter, gathering several schools or parts of schools at convenient times and places, thus bringing teachers, pupils, and often a tolerable number of the parents, together. On these occasions, and in evening lectures, I endeavor to bring this subject home to the people, showing them how indispensable is their co-operation with the teacher.

6. The Township District System was discussed at some length at one of our County Teachers' Associations. Several gentlemen of experience and observation who have witnessed the workings of this system in other states, bore uniform testimony to its superiority. I doubt not that under its workings our school buildings would speedily improve. It would also tend to elevate many schools now much neglected. I see no reason why the cause of education would be retarded in any community, if suitable provisions were made whereby those localities possessed of more than an average share of enterprise in educational matters were allowed to appropriate funds for the support of the schools in their respective sub-districts.

7. SUGGESTIONS.—Space admits of my making only two suggestions. And, first, in my judgment, the time is at hand when children under six years of age should be excluded, by law, from our public schools. On this subject all educators are agreed. The health of the child, its future progress in education, and the attention due from the teacher to other pupils of proper school age, all demand it.

My second suggestion relates to the distribution of the school fund. Could the income of this fund be distributed on the basis of number of days the pupils attend school, instead of the number of children between the ages of four and twenty years, a premium would be offered on attendance. This would doubtless have a powerful influence for good, on the number of pupils attending school and the regularity of their attendance. Such a result would be of inestimable value to all our schools. And who is prepared to show that this is not the most equitable basis on which such money could be distributed? An amendment of the State Constitution is needed so as to enable the Legislature to make the desired changes, but the subject can be agitated, and the minds of the people prepared for them.

A. D. HENDRICKSON, *County Superintendent.*

WAUPACA COUNTY.

Having held this office only since the first of September last, I am unable to give satisfactory information upon some of the points about which it is desirable that I should report.

1. **SCHOOL HOUSES.**—I know of only two school houses built during the year; one of these is a good frame building, the other a log building. Several of the old buildings have undergone a thorough course of repairing, and have been rendered at once more comfortable and attractive. A few of the schools have been supplied with one or more maps during the year, but there are still many schools poorly provided for in this respect.

2. **GRADED SCHOOLS.**—There are three graded schools in successful operation in this county, one of these has three departments, the others two each. A union of two districts has been formed at New London this fall. There will be at least three departments. A degree of interest is manifested for the welfare of schools, which considering *the times*, is certainly creditable.

TEACHERS.—I have examined forty-five applicants for certificates, at the regular public examinations; the number of certificates granted is as follows:

Third grade, twenty-nine.

Second grade, six.

First grade, two.

To supply a deficiency of teachers, on account of many of our male teachers having entered the army, and others having left the county, I have issued three district certificates to those who came nearest the required standing. The benefits of normal schools are clearly seen in this county. Those teachers who attended Mr. Wernli's normal school last fall, in nearly every instance, pass good examinations, and a very large proportion of them teach excellent schools.

The educational interests of this county have steadily advanced during the past three years. Teacher's associations have been organized in many parts, which have done much to improve the teachers and to awaken an educational interest in towns where they are held. The teachers of this county, by patient study and continued application are becoming more efficient, elevating their profession and securing the respect of the community at large.

J. K. MCGREGOR, *County Superintendent.*

WAUSHARA COUNTY.

1. **SCHOOL HOUSES.**—But little has been done in the way of building and repairing school houses during the past year. A new house has been built in District No. 5, in the town of Aurora, which reflects credit upon the inhabitants of the district. It is hoped that other districts in the town will be led to emulate their example. The people of the village of Pine River are just completing the addition to their house noticed in the report of my predecessor, and a graded school is to be established during the coming winter.

2. There are but two graded schools in the county, though there are perhaps a dozen districts in which one might be maintained with advantage and true economy. Under the township district system, the benefits of graded schools would be realized much more extensively than at present.

8 There have been no applicants for first grade certificates. For certificates of the second grade there have been seven applicants, five of whom

have been successful. Ninety-seven persons applied for third grade certificates, sixty-eight of whom were successful. I believe there is a growing feeling in favor of employing successful teachers, though I have no means of ascertaining, with any certainty, the number employed during the past year.

By a careful examination of teachers' registers, I am led to believe, that the attendance of pupils is generally good throughout the county, with the exception of those places where wild berries are found in abundance. If not out of place, I would suggest a remedy for this state of things: Let the children be encouraged to cultivate such small fruits as are easily raised in gardens; these could be gathered before and after school, thus giving all necessary time for intellectual improvement, and at the same time cultivating a taste for the noblest employment of mankind. In some schools I have found a lack of books. In one school I saw a class of ten scholars with but one reading book. But this is not a general fault. There is more want of judgment than of liberality on the part of parents in supplying children with books. Many districts have an overplus of "Astronomies" and "Poetical Geographies," procured at a high cost from wily tongued agents, while the teacher has to labour under great disadvantages through the want of books absolutely necessary. Under the system of changing teachers, so prevalent in this county, a much more expensive class of books is in use than is needed. Scarcely a school can be found in the county without its "fifth reader class," the majority of whose members would fail to render a newspaper article intelligible, or its "Algebra" or "Higher Arithmetic" class, to which you might appeal in vain for a correct solution in mental arithmetic. This evil is owing, in a great measure, to a foolish and false ambition on the part of parents, who think to crowd their children beyond their capacity, and are sure to realize the truth of the adage: "The more haste, the less speed." Neither are teachers free from blame in the matter, as many of them are anxious to achieve a reputation for "taking scholars through the book," and are too willing to bestow undeserved commendation upon pupils. I speak earnestly on this matter, for I know it to be a serious evil, and one which would be quickly remedied if its extent and mischievous tendency were once understood.

5. There is much *general* interest manifested on the part of parents, but it is *too* general to produce very *special* results.

CHAS. B. SKINNER, *County Superintendent.*

WINNEBAGO COUNTY.

(NO REPORT.)

WOOD COUNTY.

In compliance with your request, I submit for your consideration the following brief statement in relation to the schools of Wood County. There has been, with one or two dishonorable exceptions, a general disposition on the part of both parents and teachers throughout the county to unite their efforts with mine in aiming to secure the best interests of the schools. Although but little is directly done by the people to encourage

the teachers, yet the uniformity with which they grant their requests, vote their supplies, furnish their children with books, indicates more than words, the estimate which they place upon education.

Many quite important improvements were made during the past year, even more than could have been expected, considering the present times, several districts have levied a tax for outline maps and charts; and globes have already been furnished to some of the more prominent districts.

One neat and capacious house has been erected, and several others have been improved and made to appear more friendly and homelike.

There are but two districts with graded schools in the county. One with two and the other with three departments. The school in Grand Rapids, as it is now being conducted by Mr. Jackson, (as principal) is meeting the pressing wants of the county; is a thorough graded school, and exhibits very clearly the great advantages which may be derived from the same; and although some trouble originated in this district, which, during the first part of the year, marred and disturbed its progress, and excited prejudice in the minds of some against the policy of a graded school; still when it was seen that this unpleasant state of affairs was more the result of injudicious efforts by an inefficient teacher than from any imperfection of the theory itself, they mainly passed away, and with them the petty jealousies and local strifes originating therefrom.

A normal Institute was held in the spring of 1864, and continued its session nearly four weeks, under the principal care of Rev. J. W. Harris, a leading educator of the county, which evinced clearly the valuable results of proper normal instruction. There was also an Institute held in the fall of 1864, conducted principally by myself, assisted by H. C. Jackson and Henry Tyler, at which time there was a marked interest and general good professional feeling manifested; by which combined course of instruction of the two Institutes, we have had the good pleasure of raising the standard of qualification at our public examinations of teachers, (which, by the by, have been held twice during the year, and in strict conformity with the advice of the State Supt., and in compliance with the school law), and at the same time have been relieved of the embarrassment of issuing district certificates, to a great extent; a most desirable result considering the circumstances.

It was our pleasure to visit all the schools in the county twice, (except one,) and the most of them three times during the year, and to occupy at least one half day in each instance, observing the general plan of instruction adopted, referring to errors where they appeared to exist, giving practical hints where it seemed necessary, and in some cases conducting the exercises, to exemplify more clearly what appeared to be the best method of imparting instruction in the various branches, and in all cases seeking out the wants and peculiarities of the different districts, the better to be prepared to administer to said wants by way of public lectures and private advice to both parents and teachers; and while in the discharge of said duty I have noticed several points worthy of consideration, some of which it may be well to mention, to wit:

1st. That there is a general lack of regular systematic visitation of schools, not only by teachers from other districts, but by school officers and parents.

2nd. That the attendance of pupils has been much better than on former occasions, especially during the latter part of the year.

3rd. That there is an evil common to a portion of our country, which is the non-payment of taxes by speculators, by which many districts, although raising burdensome taxes for school purposes, have nothing to pay their teachers with except tax certificates or district orders, a sort of pay much to be deprecated, and they can not, even with the greatest effort, hire a first class teacher, and are therefore suffering under unpleasant difficulties.

4th. That there has been a disposition on the part of every practical teacher in the county to take the Journal of Education, when the matter has been brought to his notice.

5th. I have seen the lack of enthusiasm, which would not be felt if parents took more general interest in the matter of education, and have found teachers laboring under the same embarrassment, to remedy which, to a certain extent, it was decided at the county Teachers' Association, to hold a series of public examinations of schools, in various parts of the county, comprising in some instances the schools of nearly three towns at one session. There were four such sessions held during the summer, in different parts of the county, at which times and places the most of the parents of the pupils who participated in the exercises were present, and thus a mutual benefit was derived by all present, and the effect has been most salutary upon all the schools which participated in said exercises.

G. F. WITMER, County Superintendent.

REPORTS OF CITY SUPERINTENDENTS OF SCHOOLS.

About the middle of November a circular, similar to that addressed to county superintendents, was sent to each city superintendent of schools in the state. The replies received are given below.

CITY OF FOND DU LAC

In compliance with your request I make the following brief Report of the condition of the Public Schools of this city:

1. A new building for the accommodation of the high and grammar schools has been erected the past season, and will be ready for occupancy about the first of January, 1865. The building is designed to accommodate 450 pupils. The cost when completed will be about \$15,000.

2. Our schools are designed to be branches of one school, and are comprised in the following departments: One high and one grammar school; three intermediate and fifteen primary schools.

Three teachers are employed in the high, and three in the grammar schools; two in each of the intermediates, and in one primary school; one in each of the other primary schools; making 28 teachers in all.

The schools are all graded, with the exception of two in sparsely settled localities. Into these schools the three grades of primary scholars, for the convenience of small children, are admitted.

3. Eleven teachers are employed in the same schools as during the previous year. Eleven others were employed in our schools, but, for various reasons, were transferred to other departments. Six are new teachers here. The average age of teachers is about 24 years. Experience 6 years.

4. Pupils. General average of attendance:

In high school, 97.4.

In grammar school, 96.1.

In all other schools, 87.5.

The pupils have generally been well supplied with text books. By resolution of the Board of Education, pupils whose parents are not able to purchase books, are supplied at the public expense. This number is not found to be large.

The number of scholars enrolled in the high school during the year was, 163.

In the grammar school, 136.

In all other schools, 2,115.

Total in all schools, 2,414.

5. On the part of parents and patrons there has not been that *practical* interest which is desired. When they have voted the means to carry on the schools, they too generally seem to think their responsibility at an end. I am sorry to report that very few are in the habit of visiting the schools. Frequent visits by parents would, I am confident, prevent many evils, and awaken a new interest in our schools. Is there any way to make them see their own interest in this matter?

Geo. B. Eastman, *City Superintendent of Schools.*

CITY OF LA CROSSE.

Our La Crosse city, of 6,000 people, half foreign, enrolls 1,290 within the school ages. About 40 per cent. of this number attend the public, while 30 per cent. are scattered in the private schools. A catholic school, with a new commodious building and six teachers, started off this fall with some 250 pupils. The Germans have supported two large separate tuition schools, one of which is now incorporated into the public schools. This diversion, or "scatteration" of school forces in a city of this size, shows faulty management somewhere.

Ten teachers—six principal and four assistants—are employed, in the two public buildings. The two grammar room teachers, (males) are paid \$50 a month, and the other principals \$30 a month. They range in ages from 16 to 26 years, with from one to six years experience. Our school terms foot up to about ten months yearly, yet grade very little, if any, above the average of the country schools. This poor showing for our city is partly explained by the fact of our frequent changing, without improving the stock of teachers; their small pay, and their neglect (in many cases) to get "posted," or to make betterments in themselves. Add to this, plain bare school rooms, no library, no apparatus to speak of, inattention of parents, the cause of our slow progress, or no progress, is quite apparent.

Mr. Thomas, recently from Binghampton college, has been engaged as principal of the 1st ward school, during the present fall term. His school room, or his scholars, move; move very perceptibly. He has scarcely any

use for text-books ; he has much use for slates and black-boards ; governs without scolding ; has ideas of his own ; carries them out ; simplifies his classes ; is systematic, and gives his scholars the short end of the working lever without their knowing it. We hope much from his labors and example.

F. A. MOORE, *County Superintendent.*

CITY OF OSHKOSH.

In compliance with your request, I submit the following information in relation to our city schools. The system adopted, and which we endeavor to fully establish here, is the graded system ; and nothing but the lack of a proper high school building, prevents us from carrying it out complete.

No new buildings have been erected the past year, and no additions to any previously built, except in the 1st ward. This building, with the addition erected last summer, at a cost of \$8,800, will now seat 850 scholars. Four teachers are employed in this school, two primary and two intermediate ; there being two grades in each department.

We have one good and convenient school building, in each of the other wards, capable of seating about 175 pupils,—each school under the charge of three teachers, and divided into primary and intermediate.

As to punctual attendance, deportment and scholarship, I give you the general average of each school for the summer term, which is a fair average for the year.

HIGH SCHOOL.

Average Attendance	.....	.95
do Scholarship	.....	.89
do Deportment	.....	.99

FIRST WARD.

Average Attendance	.....	.97
do Scholarship	.....	.96
do Deportment	.....	.96

SECOND WARD.

Average Attendance	.....	.90
do Scholarship	.....	.95
do Deportment	.....	.95

THIRD WARD.

Average Attendance	.....	.54
do Scholarship	.....	.95
do Deportment	.....	.97

FOURTH WARD.

Average Attendance	.....	.97
do Scholarship	.....	.94
do Deportment	.....	.96

Our High School, under the management of Mr. J. H. Bates, as principal, and Miss Marian Cooper, assistant, has reached a higher degree of efficiency and discipline, than was ever contemplated by its most sanguine friends.

All the teachers in our schools, 18 in number, are females, except the principal of the High School, and we are well satisfied with them. Some have been in our employ for over 6 years, and but 3 less than two years.

We have no scholars not provided with proper text books.

K. M. HUTCHINSON, *City Superintendent*

OSHKOSH PUBLIC SCHOOLS.

MONTH ENDING.	ATTENDANCE.					General Average.	SIGNATURE OF PARENT
	Punctual,	Late.	Excused.	Absent.	Attendance Average.		
					Scholarship Average		
					Department Average.		

The highest degree of excellence in the average columns is denoted by the No. 100. Ranks from 95 to 100 may be regarded as highest; from 90 to 95, high; from 80 to 90, mediate; from 70 to 80, low; and below 70 as lowest.

Department should rank 100.

The parent or guardian is respectfully requested to examine and sign this report and return it by the bearer. It is hoped this examination will be more than a formality, and that it will be a means of improving the schools.

Assistant Teacher.

Principal.

CITY OF MADISON.

In reply to your enquiries I would say:

1. No new school houses have been built in the city during the year, but important improvements have been made in some of those already constructed. These improvements consist mainly in an increased supply of blackboards, maps and charts; in the construction of walks and fences; the planting of shade trees, and the re-construction of out-houses.

2. We have three graded schools of three departments each, and a central grammar and high school, accommodating in the aggregate about seven hundred pupils. The general character of these schools is believed to be fully up to the average. Here, as elsewhere at the present time, the primary and intermediate departments are over-crowded, while some of the grammar departments are only partially filled.

3. Thirteen teachers are employed in the city schools, only five of whom are in the same departments as last year, although ten have had previous experience in the city schools in other departments. One of the number has been in the employ of the board seven years.

The average age of our teachers is *twenty-five and one-half* years, and their average experience is *six and one-half* years.

4. The attendance is *ninety-two* per cent. on the average membership—membership being determined as in the Chicago public schools.

The general deportment of pupils in the school rooms is good. There is some truancy, and less attention given to deportment of pupils outside of the school room than there should be. In this respect, however, there is at present a manifest improvement.

Few, if any, are unsupplied with text-books. The needy are supplied by the city Board of Education.

5. Very little interest is manifested in the schools by citizens at large or by parents. There are some causes for this apathy here at the State Capital, which it is believed, do not exist to the same extent elsewhere. Political and other assemblies; the meeting of the Legislature; the arrival and departure of troops, etc., tend to draw public attention from the schools, and at the same time cause much absence, tardiness and truancy of pupils.

Total number of visits to the schools during the year, 2,071, of which 381 were parental.

More than one-half these visits were made on the last day of the several terms.

6. Among the many things that might be named as necessary to make our schools efficient and our people intelligent and enlightened, the following, it seems to me, are especially needed:

1. The inauguration of the township district system.
2. The establishment of a public library in each township.
3. The apportionment of school moneys on the basis of school attendance.

W. M. COLBY, *Superintendent of Schools.*

CITY OF MILWAUKEE.

1. The number, cost, etc., of the school houses in the city you will find in my report to the County Superintendent.

The only buildings erected during the past year were additions to the Round House, in the Sixth Ward, and to the Teutonia Street school house in the Ninth Ward, at an expense of about one thousand dollars.

2. The number of graded schools is nine, one in each ward, containing three departments each. There are also six branch schools, located in the suburbs. These are not graded schools.

3. There were seventy-seven teachers employed during the past year. Of this number nineteen were new teachers in the city, though many of them had taught previously. Twenty taught in the city two years. The remainder have taught from two to thirteen years. The youngest is seventeen years, the eldest forty six—average age about twenty-four or twenty-five.

4. The general average of punctual attendance is 85 per cent. The general deportment good during the year. A few cases have been reported to the office. They were mostly of a light nature, and easily settled by consultation with parents.

5. The interest taken in our schools by the citizens is not what it should be, nor what the real merits of the schools deserve. The number of visitors during the year was 504.

6. In reply to your last question, I would say that there are three causes operating to prevent the advancement of our schools. *First*—The want of primary school accommodation. Though we have large and beautiful school houses, yet our primary departments are over-crowded, containing from 200 to 400 scholars each. Our teachers over-worked, and the foundation of our whole system injured by the want of a few thousands wisely expended. *Second*—The want of a High School. Upon this point, I feel that it is not necessary for me to say one word. Every intelligent educator can see the necessity; if our wealthy citizens would pay by the way of a tax one-half of what they are willing to pay to support private schools, our whole city would be benefited and their children better educated. *Third*—Want of co-operation and unity of action among our teachers. We have no teachers meeting in the city. When I was appointed Superintendent I sent a written communication to the School Board, asking them to adopt a rule requiring the teachers to hold regular meetings for their own benefit as well as the improvement of our schools. I am very sorry to say that the communication did not meet with a favorable reception, and the matter was dropped. I think these three are the

serious obstacles in the way of the advancement of our schools. Our teachers are faithful and industrious, but do not work together, or upon any well defined system. But little can be done in our primary departments for want of room. The High School, I trust, will one day be obtained.

EDWIN DeWOLF, *Superintendent.*

CITY OF PORTAGE

Since my last report we have made important additions and improvements to our school buildings, enlarged our school grounds, graded the schools more perfectly, increased the number of teachers, and we trust improved their advantages.

The work of improving our schools commenced several years since and has been steadily prosecuted. Our people cheerfully submit to heavy taxation for the purpose, expecting to reap their reward partially in the present, but more fully in the future.

The new brick building mentioned in my last report has been so far completed as to be occupied by the high and grammar schools. In the second ward, two valuable lots, centrally located, have been purchased and the school house formerly occupying property not owned by the city, has been removed to them and so enlarged and improved as to accommodate an intermediate and a primary school. The city, now, with a single exception, owns all the buildings and property occupied by her schools. The value of her property may now be safely estimated at \$12,400. In 1859 it was estimated at \$1,550.

During the year the grading of the schools has been changed. At present they consist of a high school, a grammar school, three intermediate schools and three primary schools, under charge of the following teachers in the order named: Prof Jas. H. Magoffin, assisted by Miss Abby Q. Briggs. Mrs. Agnes N. Cornwell, assisted by Miss Luthera B. Waldo. Miss Maria Austin, Mrs. M. S. Ege. Miss Susan A. Waters, Miss Fanny E. Waldo, Miss Eliza Hunter and Miss J. Kate Miller. Eight of these have been in the employ of the city many years. Two were employed this year for the first time. The majority of them are over 30 years of age, and all bring to their work the experience of years in teaching. As a rule we avoid changing our teachers unless it is manifest that our schools are to be benefited by such change. We have only parted with one of the number steadily employed during the past year, Mr. Geo. F. Richardson. He left us for government employ. For many years he had proved himself a most thorough and efficient teacher, and we parted with him very reluctantly. As it takes time for teachers to acquire a knowledge of the mental, moral, and physical characteristics of their pupils, as well as the peculiar wants and notions of their patrons, when this knowledge is well acquired, competent and faithful teachers ought not to be dropped for any slight cause. Besides, permanency of employment strengthens the influence and elevates the character of this meritorious profession.

There were 1198 names on our school registers the past year. The average attendance was about 500. The general deportment of the pupils was good. Text books are furnished where parents or guardians are unable

ble to provide them. The appropriation for this purpose amounts to about \$20 per annum.

The patrons of our schools seldom visit them. This is the more to be regretted as many of them are among our most prominent citizens, who have had considerable experience in teaching, and might make many valuable suggestions. I have no means of determining the number of visitors during the year, but believe that hereafter it would be well to have them registered. Teachers from other schools occasionally call, they are always welcome visitors.

Further improvements are in contemplation. At present our schools are well filled. More school room is required and more teachers should be employed. We are also in need of more school room furniture and a school library. The utility of our schools is, however, much impaired by *absenteeism*. Patrons seem unconscious of the importance of punctual attendance. During the present term the attendance has been much improved by the establishment of a single daily session. The pupils are less tardy and remain during the day. Besides it gives them more time, night and morning, for such duties as may be required of them at home.

Notwithstanding all that has been done, something is still wanting to awaken many to the value of our school privileges, as well as more fairly to equalize our school expenses. There are many parents that never send their children to school, or if they do, it is for a very brief period during the year; there are others that manage to secure the full benefit of our schools without contributing anything to their support; while there is still another class that are forced to pay large amounts without having any children to be benefited by them. Now in order to secure a large attendance, as well as to equalize the cost, would it not be well to require by law a registration of all children of school age, and to impose a nominal tax on them, to be paid by their parents or guardians for school purposes? Would not such registration and tax (in addition to the one now levied upon property) increase our school monies more fairly equalize the cost, and by bringing the matter directly home to parents, tend to secure a fuller attendance of pupils? Privileges, however valuable, are not always appreciated if enjoyed without cost or trouble.

HENRY B. MUNN, *City Superintendent of Schools.*

CITY OF KENOSHA.

1. We have built no new school houses, nor have we made any improvements in those formerly built.

2. All the schools are graded: commencing with sub primary, one room; primary, three grades in three rooms with one teacher in each; intermediate, three grades, as above; two grammar schools of same grades in different parts of the city, each containing two classes, called A and B classes; it being expected that the scholars spend two years in the grammar school; and the high school, four classes, with a course of study designed to cover four years.

3. The number of teachers employed is 18. Eight are the same as employed last year and five are new teachers in our schools, although possessing some previous experience. The average age of the eleven female teach-

ers is perhaps 20 years; of the gentlemen teachers perhaps 80 years.

4. The general interest manifested in the schools by parents seems highly satisfactory, although this interest does not manifest itself in as frequent visits to the schools as would be desired.

I enclose herewith a copy of the revised school regulations, published during the past year.

The principal change in the course of study is the removal of mental and moral philosophy from the high school, where heretofore those studies have been pursued for the last two years of the course, and the substitution of English and American History, and the history of English and American Literature.

More attention than heretofore is also given in the high school to reading, spelling, penmanship and grammar.

E. H. HEND, (Superintendent)

CITY OF SHEBOYGAN:

1. Our school houses remain the same as last year, with no improvements beyond ordinary repairs.

2. The schools of this city are arranged in six grades; the sixth grade is the third primary department of three classes, in which the instruction is almost entirely oral, combined with the National Primer and 1st Reader. The 5th grade is the 2d primary department of two classes, embracing 2d Reader, Primary Geography, &c.; the 4th grade is the 1st primary department of two classes, embracing 3d Reader, Primary Arithmetic, Montiths Manual of Geography, &c.; the 3d grade is the intermediate department of three classes, embracing 4th Reader, Int. Arithmetic, Geography, Writing, &c.; the 2d grade is the Grammar department of two classes, embracing 5th Reader, Arithmetic, &c.; the 1st grade is the high school department of four classes, embracing a thorough course, such as is usual in the high schools of this State.

In the primary departments, especial importance is given to oral instruction, and teachers are hired with particular reference to their ability in this direction. In the intermediate and Grammar departments, we insist upon those more common things, such as the great bulk of our scholars must have and must get before they are sixteen years of age.

3. We employ ten teachers. Six of our teachers were with us the last two years. They will average 14 years of age, and have had from one to fourteen years experience, probably will average five years each.

4. Our report for this term, show a registration of 718 names, with a daily average attendance of 621. Our per cent. of punctual attendance, varies in different departments, from 80 to 98, general average, 96. We have no scholars unsupplied with books.

5. The people are very much interested in everything pertaining to their school. We have the best building in the state, north of Milwaukee, and the tax is voted regularly and cheerfully. In nearly two and one-half years I have not had a single instance in which I have not been fully supported by parents, in the discipline of their children. I make it a point to communicate freely with the parent, concerning the progress of the child, and

have always received a cordial support in school, and a hearty welcome at the fireside.

Yet, I think this people neglect one most important auxiliary to the best success of their school, by neglecting to visit it only upon examination and exhibition day. These are well enough in their place, but they can never take the place of the frequent, social visiting of the school by parents.

I would urge some measure to secure a more uniform standard of teachers' examinations. In this county, less is required to obtain a certificate, than to enter our third grade. I can do nothing in normal instruction for the county at large, because the teachers can pass without it.

I have never been in favor of an elective county superintendency, and I am less in favor of it now, than ever. They should be appointed by some authority who will examine their qualifications for so high an office.

Canst something be done to systematize our text-books? We should have a uniformity throughout the county, at least, throughout the State would be better. I will send you our blanks, &c., as soon as the new ones are completed.

S. D. GAYLORD, *City Superintendent.*

CITY OF RACINE.

1. No changes have been made in school houses during the past year, beyond usual repairs.

2. In the gradation of schools there are

One high school,

One grammar department,

Six intermediate departments, and

Nine primary departments.

A system of gradation or classification is commenced, which will, when complete, arrange the intermediate and primary pupils in eight classes or grades. In each of these grades it is intended that the same subjects shall be taught at the same time, and in the same way.

3. The answers to this query will be found in the following table:

No. Teachers.	Previously employed in Racine.	Employed last year in same sch.	Av. Age.	Av. Yrs. Ex.	Salary.
1	1	1	35	14	\$1,500
1	1	1	27	7	450
4	4	3	26.5	6.5	400
5	4	1	25	6	350
7	5	2	22.5	2.6	300
7 assist.	4	3	20.5	1.3	200

4. The general average of attendance for the last year was,

	Fall Term.	Winter Term.	Spring Term.	Total.
High school, per cent,	98.0	98.0	96.0	97.6
Grammar dept.,	97.9	97.6	96.6	97.
Intermediate depts.,	93.9	94.5	93.5	93.9
Primary depts.,	90.6	91.5	91.9	91.3
Average of depts.,	94.6	95.6	94.2	94.8
Actual per cent, not reckoned by departments,	93.2	93.8	94.1	93.7

* Principal and Superintendent.

The general deportment of pupils has been satisfactory. Some 30 are reported as not properly supplied with text books by their parents, or about 2 per cent.

5. The interest manifested by parents, though not as great as under former administration, is perhaps as much as could be expected during the present excited state of the public mind.

I am unable to give the precise number of visits made in all the schools, but from the data reported, the total is not far from 3,000.

S. H. PRABODY, Superintendent.

No special reports have been received from Appleton, Beaver Dam, Janesville, Mineral Point or Watertown.

COUNTY SUPERINTENDENCY.

It is now three years since the law, creating the office of County Superintendent, was passed. That it has advanced the interests of education in the state, is generally admitted, and were it possible to secure the services of men for this office, who possess the culture, character, energy, skill and tact necessary, there could be devised no means more efficient than this agency. The labors to be performed are arduous, and such men should be elected to fill this office, as are worth more than the meager amount now paid.

These officers have, during the past year, cordially co-operated with the State Superintendent, in all plans for advancing the interests of education. Their work has been most useful, and, in many instances, most efficiently performed; the sacrifices they have made are creditable to them personally, and deserve the gratitude of those for whose good they have been made.

On the 19th of November, the following note was addressed to Hon. J. L. Pickard, Superintendent Chicago Public Schools:

My Dear Sir:—Your resignation of the office of Superintendent of Public Instruction, in October last, so generally regretted by the people of this state, prevents you from making the sixteenth annual report, which your familiarity with our educational interests so well fitted you to prepare. Permit me to request that you allow me to embody in the report from this department for the present year, such suggestions as you may find time to make, and to assure you, that by so doing, you will confer a favor upon the friends of education throughout the state.

I am very respectfully,

Your Obedient Servant,

JNO. G. McMYNN.

It affords me much pleasure to be able to embody the following reply in this report:

OFFICE OF SUPERINTENDENT OF SCHOOLS,
CHICAGO, December, 1864.

Hon. JOHN G. McMYNN, Supt. Pub. Inst., Madison, Wis.

Dear Sir:—Your favor of 16th November is received, and its request shall be complied with so far as my time will permit.

For the first two months of the year 1864 I was engaged in correspondence with the newly elected County Superintendents, and in holding personal interviews with them at points convenient of access to all. The object I had in view was to secure uniformity of action on the part of the superintendents for the first time entering upon the discharge of their duties. The severity of the weather compelled me to abandon one appointment at Appleton, as the roads were so blocked by snow that the trains were unable to run for a day or two at the time of the appointed meeting. At Milwaukee, Milton, Fond du Lac, Tomah, Durand, River Falls, Appleton, Boscobel and Oak Grove, meetings for conference were appointed, all of which, except the one mentioned above were met, and nearly all the superintendents invited attended these meetings. The meetings at River Falls and Durand were held in April in connection with institute exercises at the former place.

During the months of March and April I attended many examinations of teachers in different parts of the state. During these four months 24 public addresses were delivered by myself or my assistant—three in Rock county, two in Waukesha county, two each in Milwaukee, Jefferson, Grant and Pepin counties; one each in Dodge, Monroe, Sauk, Columbia, Dane, Crawford, Richland and Green counties, and three in Pierce county.

Between the middle of May and the first of July I was absent from the state, but was for a part of the time, engaged in consultation with educational men and in visiting schools in several of the larger cities of the east.

During the months of July and August I was occupied almost entirely, in the duties of the office, anticipating the work of September so far as it could be done. For the institute work of September I employed my brother, J. C. Piekard, myself attending to all necessary correspondence. My resignation took effect Sept. 30th, thus bringing my labors to a close just as the annual reports from the several counties were beginning to come in. The material for the statistical report of the year is all in your hands. The books of the office show the condition of the dictionary account, as also of the library fund account.

The expenses for travel were unusually heavy during the year, amounting, with balance from previous years, to six hundred and nineteen dollars or nineteen dollars more than the appropriation for the year. From this it will be seen that for four years and nine months the traveling expenses of the department have exceeded by nineteen dollars the amount appropriated for that purpose for five years. In this account of course are included all expenses incident to travel, and which would not have been incurred but for the travel.

The catalogue of books in the library, made when I entered the office, may be compared with the library itself, and will show, I think, due diligence in its care and preservation. I have been compelled, in order to preserve the library, to refuse to all persons permission to borrow books. One book only had disappeared at the time of my leaving the office. In vain have I endeavored to trace it and to recover it.

I trust you found the affairs of the office in as good condition as they were at the time I entered it. It has been my effort and my pleasure to leave there such a record of my doings as will make it easy for my suc-

cessor to ascertain the course I have pursued; that he may the more readily correct my errors, and improve upon my methods.

All appeals have been carefully numbered and filed, and the decisions upon the same are recorded in full.

A full index of opinions has been prepared, referring to the letters containing these opinions in full. All letters received will be found carefully filed with date of writing, posting, receipt, and answer indicated upon them.

I would here award to my faithful assistant, Mr. A. J. Craig, the credit due him for his excellent suggestions, timely aid, and cheerful co-operation in all efforts to make the work of the office systematic, orderly and prompt.

The uniform kindness of all who have been associated with me during the past five years will ever be remembered with lively gratitude.

For the reason of my resignation and for the expression of my feelings upon leaving the State to which I have been so long attached, and which has so repeatedly honored me with its confidence, I refer you to my letter to superintendents, teachers and other friends of education, published in the October number of the *Journal of Education*. I will address myself to the performance of the promise made in that letter.

Two words will express in brief the advice I would give teachers—**AVOID EXTREMES.**

And yet I am hardly content to leave you with so short a text, for our views may differ as to what constitutes extremes in education and in discipline.

You have often had urged upon you the necessity of being what you would have your pupils become. The fact that your pupils will become what you are, gives force to this advice. In no other way does the teacher so impress himself upon the pupils under his charge as by his example. It becomes us then to give due attention to this matter of *The Teacher's Personal Habits*.

Avoid extremes in dress. Ragged clothing, carelessness of attire, a generally slouched appearance are no worse than fancy cravats, massive rings, dazzling chains or tawdry ornaments. The one encourages neglect of the body, without demanding mental or moral culture; the other gives undue prominence to the body, while it sacrifices both head and heart. Plain and neat attire best suits real men and real women.

Every movement of the teacher speaks. Intelligent and refined patrons will be satisfied with nothing short of refined manners. Not like the refinement of the spider's web, which has for its sole object the ensnaring of its victim; but like that of the silk-worm's web, which is made useful to others, though not at the outset as showy or attractive. This includes quiet and orderly deportment which allures and wins, and forbids all story-raving, coarse and vulgar boorishness, and careless postures in the presence of pupils or others, on the one hand, and, upon the other extreme, all simpering, silly affectation.

Teachers often put extreme estimates upon their own abilities. Some are forever harping upon their own merits, and others with an equal lack of good sense, continually and persistently deery themselves. The former will fail through lack of co-operation denied by a disgusted people; the latter will fail through lack of energy to dare and do.

There is no class of professional men who can make more outside show upon less capital than teachers. Almost constantly associated with inferiors, and accustomed to authority, it is easy for them to pass into that state of hallucination which will suffer them to glory in their own greatness, and to grow into a belief that they are the embodiment of wisdom. Again, employed by men who look more to outside evidences of progress than to real and substantial growth, and feeling assured that their popularity must depend upon pleasing such men and flattering vain parents, they spend much time in preparing for holiday parades, and soon assume pompous airs while leading forth their little host in review. The eclat gained at such entertainments provokes the teacher to the belief that he has achieved a *merited* success, and his self-conceit is fattened. His forte is ascertained, and he grows only in that direction. The temptations are strong, and many, who might have been mighty, have fallen before them.

The opposite extreme is not as ridiculous or as blameworthy, but many a teacher failing to see immediate results is plunged at once into a slough of despond. He has mistaken his calling, and all labor therein becomes to him mere drudgery. A teacher of ordinary attainments, wishing to avoid these unhappy extremes, will modestly learn wisdom of others, and calm in the persuasion that he is laboring faithfully toward a right end in the right way, and by use of the right means, he patiently awaits results. One may dig deep in our Western prairies and find neither hazel nut nor acorn, and yet when fires are checked both oak and hazel bush appear. The true teacher well knows that when the fires of ignorance and superstition are kept off the cultivated mind, the seed planted there, though long and securely hidden, will germinate and grow to the blessing of mankind.

Intimately connected with the extreme views teachers take of their own ability will be found extreme views of the character of their work. But here the extremes all lie upon one side of what should be the golden mean. None can place too high an estimate upon the importance of this work. Many may fail to appreciate its value. One runs into the mad chase after physical culture as the *æ plus ultra* of education, and would make a giant with neither brain to direct to a proper use of the power gained, nor heart to be moved by sympathy with, or love for the many worthy objects in whose behalf this giant power should be used. Others, neglecting both body and heart, fill the brain with knowledge, which will be denied to all others and make of its possessor a selfish and dyspeptic misanthrope. Others toil at the heart of the pupil until they awaken there sympathy and love for the right and hatred for evil, but there is neither muscular power nor brain power to do what the pupil so keenly feels ought to be done, and in despair at the hopeless misery and incurable vices of this world the victim of mis-education either becomes a recluse in this wicked world, or hastens himself to some other, which he faintly hopes may prove a better world. The proper and happy blending of these three extremes will bring the teacher back to his true position. President Hill defines a child to be "a will governing a body under the impulse of passion, and under the guidance of reason." This definition suits my present purpose. From this it will appear that the passions (including the affections) and the will are of no less consequence than the reason, nor would

either be of much worth except as connected with the body. The vessel propelled by wind needs both helm and master. The steamer with engine needs both pilot and rudder. Helm and master can be of little service to an unseaworthy ship. Engine, pilot and rudder may the sooner sink a rotten steamer. The body must be the first care of every sensible teacher. All exercises of the school room must have due regard to the body, without whose healthy action all other powers must prove of less avail, whatever their degree of culture.

And yet physical training alone will not cultivate the mind nor save the soul. A complete master of Lewis' light gymnastics may be an ignorant or a rake, or both. The grace and beauty this system most surely develops, will but make the fool less respected; and the profligate more dangerous. No sensible teacher will therefore make it the end of his work, but will use it as a very efficient means to a higher and nobler end, the intellectual and moral culture of the being who dwells in the body, and "makes it for himself a comfortable home."

The will must be trained, not broken. The child with a broken will is a steamer with an exploded boiler. The breaking of the will as it is attempted, and sometimes accomplished, by the Squeers class of teachers, emasculates the child and makes him an inoffensive and useless nobody. The will needs training.

There is no passion to which the human heart is subject that has not its use. Anger, hatred and kindred passions are not necessarily malevolent. Their exercise may be an act of benevolence when brought to bear upon proper objects and in the right way. God, the embodiment of all goodness, is said to exercise hatred and anger. These passions need to be cultivated, not smothered. Much of the mischief of little children, and of the waywardness of older children, comes from an attempt on the part of the teacher to crush out of the child that which is a part of his nature.

Understanding the character of his work the teacher may still mistake the capacity of his pupils. Here are dangerous extremes to be avoided. In nothing connected with the teacher's work is there so much to call out the exercise of common sense as in the estimate he places upon the capacity of his pupils. Precocious children are urged forward into an overgrown imbecility, while those of less mental vigor are chided into almost listless idiocy. "Crack scholars" and "crack classes" are too often paraded before a wondering public by a teacher, when ambition gets the better of his sense. Pride, haughtiness and conceit are thus fostered. Those, whose only fault is that of a more natural development, whose minds grow slowly while the body is attaining its strength and vigor, are driven back into the shade from which they are never called forth to feel the sunlight of a smile, or the cheer of a kind word. They cannot, and of course will not try. One class burns out quickly, the other smoulders out, for in their deep retirement they are fanned by no breeze, and stirred by no ambition. Oft as I have seen a class sacrificed to the vain attempt to pull or push the majority into an even pace with the few marked ones, I have thought of the gardener, who wishing to save time and expense, planted some flower seeds with his pole beans, that the stalk might serve as a support to the climbing bean. True to its nature the bean coiled spirally about the stalk of perpendicular growth and its reliance upon the sun-flower proved its ruin.

for it had hardly fastened to its proud supporter before it was pulled up by the roots, and thus the more useful was sacrificed to the more showy.

While single individuals of any school may become great by the accident of station, the majority, and a very large majority, must be relatively small men. It is the wildest conceit in a teacher to see in every urchin before him a president or governor or congressman; and to be so possessed of this conceit as that his course shall be shaped toward a special fitting of these future magnates for their stations is the veriest folly. If, through fortune's freaks, any one of the whole number should be lifted into place and power, it is far better that his early training should have been such as to develop his goodness, his humility. The training of the child should have reference to the certainty of his manhood, rather than to the probability of his exaltation, to his actual rather than to his possible wants. Nor will he display a greater common sense, who, knowing that the large majority must be trained for ordinary duties, selects the few who are to be honored of men, and impresses upon them the sense of their importance. The embryo president, in the end, may prove a hungry waiter upon the table of his less promising schoolmate. Fortune will make a mock of all foolish predictions.

The true teacher will know no prodigies to laud, no dunces to berate. Convinced that minds differ, he will neither overtax the moderate, nor delay the non-active, but he will curb the child whose brain outruns the body, while he encourages, or it may be, goads the one whose body saps the brain. There is one extreme to which I must call attention, in this connection. The mental digestive organs of our children must be of enormous size and power, if they prove adequate to the task imposed upon them by many of our extremists, who believe boys and girls of 13 can master, in the course of a few easy oral lessons, what the lifetime of Newton, of Cuvier, of La Place, Copernicus, of Bresscott, and of other ripe scholars and thinkers was not sufficient for. In our mad haste to know the most of everything in the least possible time, we learn nothing well. While I admire the principle of oral instruction, and deem the introduction of what is called object teaching a great and desirable improvement, I would caution all against the extreme notion that this is the grand highway to knowledge, and that hereafter pupils have nothing to do but sit in luxurious coaches, while they are carried with railroad speed to the very summit of the hill of science.

Pestalozzi says: "The first object in education must be to teach the child to observe with accuracy; the second to express with correctness the result of his observations."

Both these objects require much long continued and patient labor for their attainment. No new systems of education will change in the least natural capacity, nor can we yet disprove the maxim, "there is no excellence without labor." Mind is about what it has been for centuries past. Methods have changed, but none have yet done away with the good gospel order of things—"first the blade, then the ear, then the full corn in the ear." I do not expect to live to see the time when mental perfection shall be the work of a day, or when mental activity shall no longer bear any relation to mental vigor. To accomplish anything one must labor. He may not tread the same road his fathers traversed, but his movements as well

as theirs must be step by step. The hill of science has not been graded down, nor has the skill of man devised any easier route to its summit. The paths are more numerous and they are opened to more students, but each one who would reach the summit must toil as others have done before him. He who listens to pretty stories glibly told, or swallows crude ideas, sugar-coated that they may tickle the palate, and fancies that thus he is to be "borne on flowery beds of ease" to the end of his intellectual journey, will find himself still and forever at the foot of the hill. He must gird himself to the task before him. He may enjoy pleasant scenes, sniff sweet odors, taste luscious fruits, as he goes on, but he must himself go on if he would go up. That teacher who would persuade himself or his pupils that he can carry them around obstacles by a little object lesson detour, is a dangerous extremist. No part of the teacher's work requires so much hard study as that of preparation for giving a correct object lesson; such a lesson as shall impress truth upon the mind of the child in such a manner as to awaken his curiosity, to fire him with zeal in its pursuit, and to cultivate all his powers, by presenting and enforcing the necessity of their exercise. An object lesson should be so presented as not to satisfy the mind, but to awaken in it new thought, and thus lead it to more earnest seeking after truth. It should never diminish the labor of the student, but should demand greater labor and secure the supply of its demands through the interest awakened in the subject by its careful and proper presentation. Object lessons will not diminish the labors of the teacher, but will increase his labors, and those who expect an easier task because of the introduction of this principle into our system of education, may as well cease to aspire to the work of the teacher at once. I regard this method of instruction as valuable when properly viewed, and suitably prepared for, but as a very dangerous experiment in the hands of the unqualified, who attempt "to daub with untamped mortar." What shall be done? Shall it be thrown aside because effort must be made to prepare for it? No true teacher will for a moment listen to such a suggestion. Some will tire in the race and fall out. Some will prate noisily about some few qualities of objects, very improperly understood, and dream of success, but they will after a while awake to find it but a dream. Accept this improvement with a full purpose to make it an improvement. To accomplish this result you must spare no pains, shrink at no toil, yield to no discouragements, but press heartily and with single eye onward in the work you are determined to honor. In spite of the truth set forth by Dr. Holland in his letter to Thomas Arnold Jones, labor to make "the larger view of teaching and of education," the prevalent view. Read what Dr. Holland says:

"It is astonishing how almost universally, it is the opinion that education consists in the cramming into a child's mind the contents of a pile of text books. I do not think that I exaggerate at all when I say that three quarters of the teachers of American youth, practically, consider fitness for teaching to consist in the ability to conduct recitations from the usual text books, and that three quarters of the people who have children to be educated regard education as consisting entirely in acquiring the ability to answer such questions as these teachers may propose from the text books in their hands. The larger view of teaching and of education is not the prevalent view. Teaching is conducted often by men who are not compe-

tent to do anything else. They take up teaching as a preparation for other work. A man teaches as a preparation for preaching—as a stepping stone to something better—as a means of earning money to enable him to learn enough to do some other work. “*Fitness for teaching*” seems to come a long time before fitness for anything else comes, and is certainly not regarded as indicating a very high degree of intellectual advancement.”

Mistaken views of a child's capacity lead to other extremes in the manner of imparting instruction. Some expect too much of children, others give them very little credit for any intellect. Some help too little, others too much. Some give strong meat to babes, others dilute very much the milk they should have. In the former case, the digestive organs are destroyed by having too much to do; in the latter, they are worn out in the vain chase after something they may do. While I have no love for, or desire to see, infant prodigies, incessant, small, baby talk disgusts me. Those, who under the fancied necessity of coming down to the capacity of children, use the silliest twaddle, are as much to be pitied for their folly, as the man who, in addressing an infant class, asked them for “an epitome of a discourse” they had heard, and then fearing that the word “epitome” might not be thoroughly understood by them, politely told them, that it was “synonymous with synopsis.”

Teachers should address children as if they had minds, but should remember, that they are children, whose minds as yet have little grasp. They should never use words that a child cannot understand, but may use words that a child does not understand if still within the reach of his comprehension.

But leaving manner of instruction let me glance at extremes in the matter taught. In this country everybody calculates. Calculation is with too many the end and aim of all education. You will find in the primary room *calculi* or small stones; a little farther on, the numeral frame and child's arithmetic; yet farther along, the slate and “ciphering book,” day books, journals and ledgers, algebras, geometries, and ending as you begin, with calculus the educated man becomes a calculating animal. This is well enough if you would make of a man an Arabic character or dollar mark. This I do not understand to be the design of our Creator, though, perhaps, some “cute Yankee” may think it would be a great improvement upon the original. This will serve as a sample of a class of extremists I would condemn, viz: hobby-riders. Whatever the name of their steed, they are narrow-minded extremists.

Here I may be met by the *eminently practical* man, who would teach nothing but that which may be immediately and directly used—the man of the Gradgrind stamp, who would neither paper walls nor carpet rooms, lest contrary to fact—flowers should be trodden under foot of men in sitting-rooms or parlors, or horses be found walking up and down the sides of rooms, or trees and houses be found standing there without support—the man made up of dry facts, hard, angular and repulsive.

God has given to all pupils fancy, imagination and curiosity. These are efficient helps in the pursuit of knowledge. They demand cultivation, or, it may be, restraint, but they should never be smothered under a dry load of practicalness. Again, school hours are not sufficiently long to war-

rant the attempt to crowd the mind of the pupil with *all* the facts proper to be learned. It is better to give the more important or leading elementary facts, and so to awaken thought and excite curiosity, as to secure the acquisition of new facts after school days have ceased. Our text-books contain many things that are better forgotten than remembered. All contain much more than it is worth the while of any pupil to memorize. The least important often absorb the time that should be given to the more valuable. *Avoid extremes here*, for there is as much danger in discarding the book entirely, as in adhering to its every letter. The jewels must be selected from the mass—the things worth *remembering* selected—the things worth forgetting cast aside.

The road traveled repeatedly, becomes uninteresting to any one who has not his eyes and ears open. Some plod on in the same dull and prosy manner, year after year, with no new illustrations, repeating word for word the text-book used: others forgetting the past, rush after novelties till they leave entirely the path they should have trod, until they are lost in a wilderness boundless, monotonous and uninteresting. While it is absolutely necessary to preserve the same road, in the main, the teacher who would avoid extremes, will study out new attractions by the way, so that the same may appear to himself and his pupils a *new* way. It was my good fortune to listen to a course of lectures upon natural science, by a gentleman who had occupied the same place for more than forty years. He kept his heart young during this long period. His mind was ever fresh and lively. By close study, he kept pace with the advances made in each department of natural science, and came to successive repetitions of his annual course of lectures, with increased zest and interest. Long experience and practice had made his manipulations perfect, and I rejoiced often, as I heard him, that I was a member of his *fiftieth* rather than of his *first* class.

The field of natural science is perhaps better adapted than any other to the growth of the teacher, but there is no necessity for the tiller of any field becoming dwarfed and dried. Facilities for new illustrations multiply on every hand. The true teacher will seek for, appropriate and digest such food as he may find after diligent search.

Variety of illustration is demanded by different habits of thought, and he who uses no others than those furnished by the text book he adopts will fail to reach a large class of his pupils. Different minds reach the same result by different roads. *Physicians* adapt their medicines to the constitutional habits or the present physical condition of their patients. *Quacks* have one dose for every ailment, and each dose is pronounced a specific for every disease to which flesh falls heir.

In the *discipline* of the school, as well as in its *instruction*, there are extremes to be avoided. The relation of the teacher to his pupils should be neither that of an overbearing task master or overseer, nor yet of an eaves-dropper at watch. Nor should he allow his pupils the license so freely used by those who would only "*be let alone.*" He must neither be cruel nor lax in discipline. *Consistent firmness*, tempered with kindness, will be his rule.

"A little knowledge of human nature is essential to the education of the morals, and to the deportment of the pupils." For the want of it, many a child has had his spirit chafed, his temper soured, and injury done.

to his disposition, which no knowledge acquired could compensate or atone for. It is one thing to govern a scholar, and quite another thing to lead the scholar to govern himself. It is one thing to subdue a child to right action by the rule, and another thing, by a little address, to lead him to choose that right action. The former educates his bad passions, making him impatient and malicious; the latter educates his better feelings in all that is lovely and of good report. The latter alone is education, in its only appropriate sense.

In all that pertains to the discipline of the school room, the order of good sense is, first what is right, then what is useful, then what is proper and, last of all, what is expedient. Whatever is right cannot but be useful and proper. Whenever but one course of action in any given case is right, that course is also expedient, and it is the only expedient course. When a choice may be made between several courses of conduct, either of which is absolutely right, then the most expedient may be the best. The philosophy that makes expediency the basis of right, and makes all virtuous action spring from policy, must inevitable fail to make men better. Those who have tried it have felt its fallacy. In all the work of a school room, the teacher of common sense will abide strictly by the right. From several right courses, he will select such as in general will best accomplish the end sought; from these he will choose such as are best adapted to the class of cases immediately before him, and between the proper courses he will decide upon that which will, in the particular case, most speedily produce the desired result.

The relation of the teacher to his patrons bears directly upon his success in the discipline of the school. He must be neither an *outcast* nor a *meddler*. He will neither *assume* nor *presume*. He will not show *conceit* nor undue *familiarity*. He will be neither *pedantic* nor *uncouth*. In all his intercourse with men he must be above others without impressing them with a sense of his superiority. "He may have more learning, but he certainly has less manners," was a remark I overheard a short time since, as I passed some workmen who were discussing the relative merits of two teachers.

The teacher should be a citizen in sympathy with those about him and conforming to the circumstances surrounding him. I cannot express, so well as is done by Dr. Holland, what I would say upon this point. In his letters to Thomas Arnold Jones, from which I have before quoted, I find the following excellent advice:

"I wish to impress upon you the great truth that your excellence and success as a teacher depend entirely upon the style and strength of your manhood. The ability to maintain order in the school, and to conduct recitations, with measurable intelligence, is not extraordinary. It is possessed by a large number of people, but that higher power to which I have attempted to direct your attention is extraordinary. The teachers are not many who possess it, or who intelligently aim to win it. It is not a garment to be taken off like a coat, but it is the result of the loving contact of a generous nature with those great and beautiful realities of which the text books only present the dry definitions. The greatest naturalist of this country—perhaps the greatest of any country—is a teacher whose equal it would be hard to find among nations of teachers; and this is true, not

because he knows so much, but because he is so much. No young mind can come within the reach of his voice and influence without being touched by his sublime enthusiasm. No pupil ever speaks of him, save with brightened or moistened eyes. I have heard women pronounce the name in many places, scattered between Maine and the Mississippi, and always in such terms of gratitude and praise that it seemed as if the brightest days which they recalled were not those of childhood, and not those spent with parents, or lovers, or husbands, but those passed at the feet of that noblest of educators and inspirers—Agassiz. Dr. Arnold was a great schoolmaster simply because he was a great man. His 'fitness' for hearing recitations was the smallest part of his fitness for teaching. Indeed, it was nothing but what he shared in common with the most indifferent of his assistants at Rugby. His fitness for teaching consisted in his knowledge of human nature and of the world, his pure and lofty aims, his self-denying devotion to the work which employed his time and power, his lofty example, his strong, generous, magnetic manhood. That which fitted him peculiarly for teaching was precisely that which would have fitted him peculiarly for any other office in the service of men.

With the earnest labors of the teachers of Wisconsin I have been acquainted; of their self-sacrificing toil I have been a witness; to their devotion to their work I bear testimony, and yet I can find no more fitting advice than is comprehended in this brief sentence:

"The best way to improve one's condition is to improve one's self."

To you, sir, my successor in the great work of superintending the educational interests of a noble state, I commit these interests most cheerfully, assured that your experience and your long familiarity with the work will correct the errors into which I may have fallen. And let me bespeak for you, though I need not do it, the sympathy and cooperation of those who have made my labors so pleasant during the time I have been connected with them.

Very Truly Yours,

J. L. PICKARD.

SCHOOL FUND.

By section 2, of article 10, of the Constitution, it is provided, that "the proceeds of all lands that have been or hereafter may be granted by the United States to this State, for educational purposes, (except lands heretofore granted for the purposes of a University,) and all moneys, and the clear proceeds of all property that may accrue to the State by forfeiture or escheat; and all moneys which may be paid as an equivalent for exemption from military duty; and the clear proceeds of all fines collected in the several counties for any breach of the penal laws; and all moneys arising from any grant to the State, where the purposes of such grant are not specified; and the five hundred thousand acres of lands; to which the State is entitled, by the provisions of an act of Congress, entitled 'an act to appropriate the proceeds of the sales of public lands, and to grant pre-emption rights,' approved the fourth day of September, one thousand eight hundred and forty-

one; and also the five per centum of the net proceeds of the public lands to which the State shall be entitled on her admission into the Union, (if Congress shall consent to such appropriation of the two grants last mentioned,) shall be set apart as a separate fund, to be called the School Fund."

By sections 24 and 25, chapter 29; and section 1, chapter 67, Revised Statutes, it is also provided, that twenty-five per cent. of the net proceeds of the lands granted by act of Congress, approved September 28, 1860, and all the purchase money for the lands selected by or under the authority of this State, in lieu of swamp and overflowed lands, sold or otherwise disposed of by the United States, since the passage of the aforesaid granting act, shall form a part of the School Fund.

It will be seen that the School Fund is derived from the following sources:

1. Every sixteenth section.
2. The 500,000 acres granted by act of September 4, 1841.
3. Swamp lands, (one-fourth according to State law.)
4. Fines for breaches of penal laws.

The five per centum of the net proceeds of sales of public lands, to which the State was entitled upon its admission into the Union, has not yet been received. This sum has been withheld by the General Government, on account of claims against the State, growing out of the Rock River canal grant. This account, it is believed, will soon be adjusted and settled, the matter having been referred to the Commissioner of Public Lands, under direction of the Department of the Interior. The amount that ought to be realized from this source is about \$260,000, subject to such claims as the Government may have against it.

The amount accruing to the School Fund from fines and forfeitures during the past year is but \$1,483, 18. Some legislation would seem to be necessary, in order that the fund may not entirely lose what it ought to receive from this source. Every county treasurer should be required to keep an accurate account of all moneys paid to him on account of fines, penalties and forfeitures, separate and distinct from other accounts, and of the expenses deducted by the supervisors, as authorized by section 7, chapter 121, laws of 1859, and a statement in detail should be transmitted to the State treasurer accompanying the amount paid into the State treasury. An annual report of the condition of this account should be required from every county treasurer to the State treasurer, whether the expenses incurred by the county for prosecuting for fines, etc., exceed the receipts or not.

Sixteenth section lands and the 500,000 acre tract, have been mostly sold, the purchasers paying ten per cent. of the purchase money in advance, and receiving certificates of sale upon which seven per cent. annual interest must be paid in advance. By act of April 2, 1863, the Legislature changed the conditions of sale as follows:

SECTION 1. The commissioners of school and university lands are hereby authorized and required to graduate and reduce the prices of school and university lands now belonging to this State, in the manner hereinafter specified: Upon all such lands as have once been sold, and forfeited, and resold to the State, and which shall remain in the hands of the State un-

sold upon the day of the passage of this act, the price shall be reduced, by deducting from the price now fixed by law, the amount of the interest, penalties, and advertising due the State at the time of such re-sale, and twenty per cent. of the amount of principal due the State at the time of forfeiture: *provided*, that in no case shall such lands be sold for less than seventy-five cents per acre, exclusive of all taxes.

Sec. 2. Upon all school and university lands now belonging the State, which have once been offered for sale, and not sold, and which shall remain unsold on the day of the passage of this act, the price now fixed by law shall be reduced by deducting therefrom thirty-three and one-third per cent: *provided*, that in no case shall such land be sold for less than seventy-five cents per acre.

Sec. 3. At least one-fourth of the purchase money of all school and university lands shall be paid at the time of the sale thereof, and the commissioners may require the whole price thereof at the time of sale, if in their judgment the interests of the State shall demand it. In case full payment be made at the time of purchase, no affidavit shall be required of the purchaser.

Interest paid previous to the 31st day of May is by law made advance payment. Six months are allowed for redemption of lands forfeited for non-payment of interest, and a penalty of three per cent. upon the purchase money due is required of the holder of the certificate. At the expiration of the time allowed for redemption, the lands are offered for sale, and if no purchaser appears, they are bid in by the State.

Until 1862, all money received from sale of school lands, and one fourth of that received from sales of swamp and overflowed lands, with the proceeds of fines paid into the State treasury, and the three per cent. penalty for non-payment of interest, were loaned at seven per cent. interest in sums not exceeding \$500 to one person. By act of March 28, 1863, it is provided that "The Commissioners of the school and university lands are hereby authorized and directed to invest, in preference to all other loans and investments, the principal of the school fund now in the treasury, or which may be hereafter paid in, in the bonds of the State of Wisconsin. Interest shall be paid on the funds so invested, at the rate of seven per centum per annum, on the thirty-first day of May, in each year; and a sum sufficient to pay such interest is hereby annually appropriated out of the State treasury for that purpose." Since March, 1863, the whole amount subject to loan has been invested in State bonds. Under existing arrangements the interest remains the same, the expense is diminished and there is no diminution of income from forfeitures.

The condition of the School Fund Sept. 30, 1864, was as follows:

Due on School Land Certificates.....	\$861,217 57
Due on Loans secured by mortgage.....	571,135 90
Due on Loans to the State.....	620,000 00
Due on Swamp Land Loans and Certificates.....	66,070 09
Total fund on interest.....	\$2,118,423 56

The productive school fund is affected by forfeitures and amount of loans. Forfeited lands, when bid in by the State, diminish the productive fund, but increase the non-productive funds and therefore lessen the income.

The following is a comparative statement of the interest bearing funds for 1863 and 1864:

	1863	1864
Due on School Land Certificates,.....	\$1,173,242 58	\$861,217 57
Due on mortgages and State bonds,.....	1,007,437 43	1,191,135 96
Due on Swamp Land Certificates and Loans,.....	81,786 54	66,070 09
Total productive fund,.....	<u>\$2,262,466 15</u>	<u>\$2,118,423 56</u>

There is, as appears from the above, a decrease of the interest bearing fund since the 30th of September of \$144,042 59. In school land certificates there is a decrease of \$312,025 01. This arises from an excess of forfeitures and payments over sales during the past year. In school fund loans there is an increase of \$183,698 87. This amount shows the excess of payments of certificates and loans over forfeited loans. The decrease of \$10,716 45 in swamp land certificates and loans arises from forfeitures and payments exceeding sales during the year.

The transactions in the Fund during the year, ending Sept. 30, 1864, are, according to the report of the Secretary of State, as follows:

RECEIPTS.

Sales,.....	\$31,635 91
Dues,.....	151,950 87
Loans,.....	116,504 58
Penalty and advertising,.....	3,665 23
Taxes,.....	23,378 11
Fines,.....	1,463 18
Refunded from counties,.....	88 40
	<u>\$328,724 41</u>

DISBURSEMENTS.

Loans,.....	\$308,353 00
Delinquent taxes,.....	20,652 24
Advertising,.....	1,965 99
Refunded,.....	1,216 26
Appropriation to Journal of Education,.....	318 00
	<u>\$328,724 41</u>
Balance Sept. 30, 1863,.....	7,280 02
Balance Sept. 30, 1864,.....	<u>3,498 94</u>
	<u>\$336,004 43</u>
	<u>\$336,004 43</u>

The appropriation of \$318 to the editor of the Journal of Education, from the school fund, was undoubtedly made by mistake, and will probably be refunded by the next Legislature.

The following statement, obligingly furnished by J. A. Bate, chief clerk in the school land office, shows the comparative amounts of land forfeited during the past two years:

Forfeited lands,	1863	1864
Number of tracts,	1616	1848

SALES FOR 1863 AND 1864

Quarter ending Dec. 31, 1862, acres,	9,891.99
.....do..... March 31, 1863, acres,	12,476.36
.....do..... June 30, 1863, acres,	12,196.96
.....do..... Sept. 30, 1863, acres,	10,542.54
Total sales for the year,	45,037.15

Quarter ending Dec. 31, 1863, acres,	18,618.90
.....do..... March 31, 1864, acres,	18,307.37
.....do..... June 30, 1864, acres,	11,098.32
.....do..... Sept. 30, 1864, acres,	12,674.94
	50,696.53

SCHOOL FUND INCOME.

This fund consists of interest on certificates of sale; interest on loans secured by mortgage, interest on State bonds, and that portion remaining after deducting expenses for printing, clerk hire, protecting lands, appraising forfeited lands, etc., is annually apportioned, between the 10th and 15th days of June, to the counties of the State. Limited sales are usually caused by the same circumstances that lead to large forfeitures and thus the productive fund is diminished and the amount of income decreased.

The following statement shows the receipts and disbursements of the School Fund Income, for the year ending September 30, 1864.

RECEIPTS.

Receipts,	\$155,379 64
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DISBURSEMENTS.

Apportionment by State Superintendent,	\$151,016 59
Clerks in Land Department,	6,941 54
Protecting lands,	871 93
Appropriation to Journal of Education,	2,583 75
Printing,	305 41
Refunded,	6,295 00
Dictionaries,	900 00
Appraisers of forfeited mortgaged lands,	1,256 44
	\$155,379 64
Balance September 30, 1863,	29,721 47
Balance September 30, 1864,	14,936 33
	\$185,101 11
	185,101 11

The amount of the productive School Fund, in order to produce \$155,379 64, must have been during the last fiscal year, \$2,219,709.

APPORTIONMENT FOR 1864.

On the 20th day of June, an apportionment was made to the towns and counties of the State. The amount per scholar, for all persons between the ages of four and twenty years, was 47 cents.

The amount apportioned was, \$150,949 43
 Extra to correct error of last year, Harmony, Rock County, 24 64
 Making whole amount apportioned, \$150,974 07

A statement in detail of the apportionment to the several towns and counties of the state, will be found in appendix table No. 1.

The whole amount of income payable to the order of the State Superintendent for the year, is \$154,457 82
 Apportioned, as above, \$150,974 07
 Paid for Webster's Dictionary,—chap. 11. G. L. 1864, 900 00
 Paid for Journal of Education—chap. 23, revised statutes, sections 102-107 2,583 75

..... \$154,457 82 \$154,457 82

The report of the Secretary of State, shows an excess of \$61 16 over the amount apportioned by the State Superintendent. The Secretary's report shows only the amount paid on apportionment. If money once apportioned is not paid out during the fiscal year, it is carried over to next year's income on the Secretary's books, and thence, the books in the Secretary's and Treasurer's offices will show an excess over the books in this office.

The apportionment from 1849 to 1864, inclusive, are shown by the following table:

Years.	No. of Children.	Apportionment.
1849.....	70,457	
1850.....	92,047	8-10 cents per Scholar.
1851.....	111,481	50 do.
1852.....	124,783	48 do.
1853.....	138,279	45 do.
1854.....	155,125	72 do.
1855.....	186,960	80-10 do.
1856.....	213,886	70 do.
1857.....	241,545	66 do.
1858.....	264,977	75 do.
1859.....	278,871	64 do.
1860.....	288,984	64 do.
1861.....	299,782	82 do.
1862.....	308,656	50 do.
1863.....	320,965	44 do.
1864.....	329,906	47 do.

The apportionment of each year is made upon the report of the previous year.

The amount apportioned, for any year, will therefore be found by multiplying the number of children reported, the preceding year, by the number of cents apportioned that year. The number of dollars apportioned, in 1864, is found by multiplying 320,965, the number reported for 1863, by 47, the amount per scholar for 1864.

COST OF INSTRUCTION.

The following table shows the average tax levied for school purposes per scholar; the amount expended for each person of school age, including the school fund income; and the amount expended for each scholar in attendance during the past fifteen years:

Year.	Average tax per scholar for school purposes.	Am't expended for each scholar of school age.	Am't expended per scholar in attendance.
1849.....	\$1.08		
1850.....	1.23	\$1.31	\$1.95
1851.....	1.55	2.05	2.93
1852.....	1.94	1.82	2.66
1853.....	1.25	1.70	2.46
1854.....	1.96	2.63	4.12
1855.....	1.79	2.59	3.96
1856.....	2.13	2.83	4.43
1857.....	2.33	2.89	4.98
1858.....	2.29	3.04	4.82
1859.....	2.33	2.97	4.64
1860.....	2.36	3.00	4.48
1861.....	2.43	.74	4.21
1862.....	2.31	.81	4.40
1863.....	2.11	2.55	3.50
1864.....	2.49	2.96	4.62

TRAVEL, &c.

Entering upon the duties of the office on the 1st of October last, I have found little time to spend in visiting different parts of the state. Time has been found, however, to attend teachers' institutes in Portage City, Waukesha and Burlington. Besides talking to the teachers during the day, evening addresses were delivered to the people in Waukesha and Burlington.

For an account of the work done during the first nine months of the year, reference may be made to the preceding communication from Mr. Pickard.

WEBSTER'S DICTIONARY.

By authority of Chapter 11, General Laws of 1864, there were bought two hundred copies of Webster's Unabridged Dictionary. Of these there have been distributed since the last report from this department one hundred and thirty-one, for which proper vouchers are on file in this office.

The following is a detailed statement of those distributed:

Counties and Towns	Total.
Adams—Strong's Prairie 1, New Haven 1	2
Brown—Wrightstown 2, New Denmark 1	3
Buffalo—Menomonie 1, Waumondie 1	2
Chippewa—Assan 1, Sigel 2	3
Columbia—West Point 1, Newport 2	3
Dane—Christiana 1, Middleton 1, Duukirk 2, Vienna 2, Mazomanie 2	8
Dodge—Lowell 1, Portland 1	2
Door—Sturgeon Bay 3, Clay Banks 1	4
Dunn—Red Cedar 2	2
Eschscholtz—Pleasant Valley 1	1
Grant—Taffon 1, Millville 3, Smeles 1	5
Green—Albany 1, Monroe 1	2
Jackson—Manchester 3	3
Juneau—Kildare 2, Germantown 1	3
Kewaunee—Kewaunee 1, Lincoln 3	4
La Crosse—Barre 1	1
La Fayette—Shullsburg 1, Argyle 1, Center 4	6
Manitowoc—Manitowoc 3, Eaton 1	4
Marathon—Texas 1, Knowlton 1, Weston 2, Eaton 1	5
Marquette—Westfield 1	1
Monroe—Adrian 1, Wellington 2, Oak Dale 2	5
Outagamie—Greenville 1, Black Creek 1	2
Pepin—Lima 3, Albany 2	5
Pierce—River Falls 1, Prescott 2	3
Polk—Farmington 1, Osceola 1, Farmington 1, Falls St. Croix 1	4
Portage—Plover 1, Lanark 2	3
Racine—Mt. Pleasant 1	1
Richland—Sylvan 1	1
Rock—Clinton 1	1
St. Croix—Malone 1, Troy 1, Hudson 1	3
Sauk—Lavalle 1	1
Shawano—Belle Plain 1	1
Sheboygan—Greenbush 1	1
Trempealeau—Trempealeau 3, Lincoln 1, Burnside 1	5
Vermon—Christiana 1, Liberty 2, Forest 1, Wheatland 1	5
Washington—Wayne 1, Polk 1, Germantown 1	3
Waupaca—Scandinavia 1, Hola 2, Farmington 1	4
Winnebago—Nekimi 1, Oakkosh 1	2
Wood—Lincoln 1, Sigel 1	2
Total	118

Dictionaries have been sold to replace those lost by districts as follows:

Jefferson—Waterloo 1	1
Oshkosh—Port Washington 1	1
Washington—Germantown 1	1
Total	3

Receipts are on file for the price of these, the amount having been paid to the State Treasurer, by whom it is returned to the income of the School Fund.

The following is the account with the State:

J. L. Pickard, Superintendent of Public Instruction,
 and credit to J. L. Pickard, In account with the State of Wisconsin,
 March 11, 1894. To purchase of Webster's Unabridged Dictionary, chap.
 11, G. L. P. 1894, 200

206111 : 900

Counties and Towns

Total

Counties and Towns.

Total.....3

Jno. G. McMynn Superintendent of Public Instruction,

In account with the State of Wisconsin.

Total..... 79 11/79

In order to meet applications from new districts, it is estimated that one hundred, in addition to those on hand, will be required.

TEXT BOOKS.

Uniformity of text books throughout the State, if desirable, is practicably unattainable. By section 63, chapter 10, Revised Statutes, the State Superintendent is required "to recommend the introduction of the most approved text books, and as far as practicable to secure uniformity in the use of text books, in the common schools throughout the State." By section 63, chapter 155, Laws 1863, it is provided that "the Board in each school district shall have power, under the advice of the Superintendent of Public Instruction, to determine what school and text books shall be used in the several branches taught in the school of such district."

Where different series of text books, on the same subject, are in use in a school, it is obviously the duty of the District Board to adopt such books as will secure uniformity. Economy requires this. The Board ought to adopt such books as their judgment approves, and then require the teachers employed by them to use the books selected and no others. Much complaint is made on account of frequent changes, made without reflection and with no regard to the list recommended by this department. Interested parties, by plausible representations to teachers of little experience, and offers of new books for old, to District Boards, succeed in effecting changes that ultimately prove expensive, embarrassing and pernicious. When uniformity exists in a school there can seldom arise a necessity for a change. When changes become necessary for the good of the school, and the Board adopts such books as it deems to be best, notice should be given of its action throughout the district, and all persons, both parents and teachers, be required to conform to such action.

The following books have been examined, and they are recommended for the double object of securing uniformity, so far as practicable, and obtaining for our schools books believed to be adapted to their wants:

ORTHOGRAPHY.

WATSON'S Phonetic Tablets.

The National Pronouncing Speller.

Spelling should be taught in connection with every school exercise. Lessons can be selected by teachers from the reading books, or from any other book used at recitation.

WRIGHT'S Analytical Orthography.

SANDERS' Analysis.

These are useful in studying the elementary sounds as well as the parts of written words. As authority in spelling, pronunciation and definitions.

WEBSTER'S Unabridged Dictionary (edition 1864.) is earnestly recommended.

READING BOOKS.

McGUFFEY'S Readers.

PARKER and WATSON'S Readers.

SANDERS' Union readers.

These are extensively used and are of about equal merit.

WILLSON'S School and Family Readers.

This series is somewhat novel in design and is in use in a few schools of the State. It is worthy of attention. An objection to all these series is that each contains from five to seven books. District boards will find it advantageous to select from different series four books as a series adapted to the wants of their respective schools. Two for the primary class, one for the more advanced and another for the highest class, will answer for most of our district schools.

ARITHMETICS.

STODDARD'S Intellectual Arithmetic.

ROBINSON'S Practical Arithmetic.

RAY'S Higher Arithmetic.

PENMANSHIP AND BOOK KEEPING.

SPENCER'S Writing Books.

BRYANT & STRATTON'S Common School Book-Keeping.

BRYANT & STRATTON'S High School Book-Keeping.

HISTORIES.

GOODRICH'S First Book of History; (Peter Parley).

GOODRICH'S History of the United States.

WEBBER'S Outlines of History.

History should be taught *orally* in every primary school, and in schools of every grade, where classes are not formed and formal instruction given.

GEOGRAPHIES.

MITCHELL'S Outline Maps.

PELTON'S Outline Maps.

WHITE'S Class Book of Geography.

The latter is designed to accompany the Outline Maps. Mitchell's maps are best adapted to the common schools, and Pelton's to the graded schools. No Primary Geography is named, as all instruction in this subject in the primary schools should be oral.

McNALLY'S Géography.

MITCHELL'S Geography.

These are extensively used and adapted to common schools.

The Comprehensive Geography; (Allen and Shaw).

This work embraces all that can be taught on the subject in most schools, and is worthy the attention of District Boards.

ENGLISH GRAMMARS.

GREENE'S Grammar.

BROWN'S Grammar.

These are generally used and nothing will be gained by exchanging them for any other book on the subject.

KERL'S Grammars. (Elementary and Comprehensive).

These are not much used, having been recently published. These not being adopted

either of the others, will find these books well adapted to the common or graded schools of the State.

No primary work is recommended. Children should learn to *spell correctly*. *Language* should be learned in the primary schools, but its *science* cannot be taught there.

COMPOSITION.

LILIENTHAL'S Things Taught.

QUACKENBOS' Composition.

WILLSON'S Treatise on Punctuation.

NATURAL SCIENCE, ETC.

WELLS' Natural Philosophy.

STOCKHARDT'S Chemistry.

LOOMIS' Physiology.

GRAY'S Botany.

OLMSTED'S Astronomy. (Common School Edition).

LOOMIS' Geology.

WARREN'S Physical Geography.

WAYLAND'S Political Economy.

MATHEMATICS.

RAY'S Algebra.

ROBINSON'S Geometry and Trigonometry.

OLMSTED'S Natural Philosophy. (University Edition).

ROBINSON'S Astronomy. (University Edition).

MENTAL AND MORAL SCIENCE.

WAYLAND'S Intellectual Philosophy.

“ Moral Science.

WHEATLY'S Logic.

Cowdrey's Moral Lessons is recommended to teachers of all grades of schools, as suggestive as well as instructive.

LANGUAGE.

ANDREWS and STORREARD'S Latin Grammar.

KUHNER'S Greek Grammar.

WOODBURY'S German Course.

FASQUELLE'S French Course.

BOOKS OF REFERENCE.

WEBSTER'S Unabridged Dictionary, (Edition 1864).

FOWLER'S English Grammar.

TRENCH'S Study of Words.

LIPPINCOTT'S Gazetteer of the World.

UNIVERSITY Dictionary of Arts.

ANTHON'S Classical Dictionary.
 APPLETON'S Cyclopedia of Biography.
 CHAMBERS' Encyclopedia; or,
 APPLETON'S New American Cyclopedia.

BOOKS FOR TEACHERS.

Wisconsin Journal of Education.
 BARNARD'S Papers for the Teacher.
 PAGE'S Theory and Practice of Teaching.
 EMERSON'S School and Schoolmaster.
 CALKINS' Object Lessons.
 LEWIS' Gymnastics.
 HERBERT SPENCER on Education.

STATE TEACHERS' ASSOCIATION.

The association held its twelfth annual meeting at Milton, November 15th, 16th and 17th. Charles H. Allen, Professor of Normal Instruction, Wisconsin University, presided.

The subjects discussed were:

Examination of Teachers.

Course of study in Common Schools.

Importance and place of Oral Teaching.

History and Political Education in Schools, and

Education of the orphan children of soldiers.

Addresses were delivered by Hon. J. L. Pickard, Superintendent of Schools, Chicago; and by others.

The attendance was large, and the spirit of those present, as shown by the discussions and resolutions, was of the right kind.

Resolutions were passed recommending the study of History and Political Science in our schools, and urging the State to make provision for the education and support of the destitute children of soldiers, who have died in the present war.

This educational agency, receiving no aid from the state, unobtrusive yet powerful in its influence, aiming to promote knowledge, patriotism and virtue, controlled by no sect or party and yet encouraged by all, is deserving of substantial support and hearty cooperation.

TEACHERS' INSTITUTES.

This simple and economical agency has been efficiently used during the past year, for promoting the improvement of teachers and exciting an interest in education among the people. Until a State Normal School is organized, it is upon these meetings of teachers that we must rely.

County superintendents have held institutes in many of the counties, and in some the sessions have been several weeks in length. The board of Normal School Regents have, by their agent, held institutes in Oconto,

Appleton, Plover, Portage City, Waukesha and Burlington. These were designed for the teachers residing in the counties nearest the places where the institutes were held, and they were continued, in most cases, for two weeks. The attendance, though not so large as in former years, was such as to encourage the board in their efforts to improve the schools by furnishing them with better qualified teachers.

The plan upon which institutes are conducted is the same as that usually followed in other states. They are organized by the appointment of a Chairman, Secretary and business Committee, and the daily sessions commence at nine and close at five, with two hours intermission. The conductor of the institute selects some subject from those branches taught in our public schools, explains it, suggesting the best methods of teaching it and the mistakes most frequently made in presenting it in the school room, and then answers such questions as those in attendance may wish to ask concerning it. A discussion of it follows, when all present have an opportunity of presenting their views of the subject and of what has been said upon it.

Classes are formed, and the exercises are made to conform to those of a well regulated school. Different teachers are, from time to time, appointed to conduct recitations and to drill classes, and the mistakes noticed are mentioned, and thus the institute is made to subserve the purpose of a normal school. The common branches are reviewed, questions are answered, propositions are demonstrated and problems of a difficult nature are solved. Subjects relating to the science of teaching are examined. The proper course of study for our public schools; the best classification of scholars; the means of preventing tardiness and securing regularity; the moral instruction of the young; the duty of teaching them to respect and obey the laws of the land; the method of securing the cooperation of parents in the education of their children; the arrangements essential to health; the comparative merits of mixed and graded schools; the relation of the teacher to the state; these and similar topics are discussed during the day, and the evenings are spent in attending lectures upon topics having a bearing upon the great subject of public instruction.

All exercises of the institute are public, and the sessions are generally attended by the people who feel an interest in our common schools.

If our schools have not retrograded during the past three years, if they are at present in a prosperous condition, it must be attributed mainly to the Institutes held by the county superintendents, and the board of Normal School Regents; and so efficient has this educational agency proved, that it is believed some provision for meeting the necessary expenses for fuel, lights, printing, instruction, etc., is called for by the vital need of better trained teachers for our common schools.

The efficiency of these institutes would be promoted by a more general co-operation on the part of district boards in securing the attendance of teachers employed by them. It is earnestly recommended that teachers be allowed to dismiss their schools and required to attend the institute held in their neighborhood. The loss of time will be compensated by increased efficiency on the part of the teacher. Hospitality on the part of the people, and a generous cooperation with the county superintendent, are always needed, that the expenses for board may not be such as to render it impossible for teachers to attend.

COLLEGES AND ACADEMIES.

These institutions form so important a part of our educational system, that it is to be regretted that so little information concerning them is in possession of this office. It is known, however, that they are extending their influence, improving their methods of instruction, and increasing their facilities for that culture of a high order, than which nothing is more needed in our state. It is hoped that the fact begins to be recognized, that their efficiency will be promoted by diminishing rather than increasing their number. Some of them are still doing the work that ought to be done in our common schools, to the detriment of the colleges themselves as well as the cause of public education.

While the line between the academy and the high school cannot be plainly drawn, as they are really schools of the same grade, that between the high school and the college ought to be well defined. While allowance must be made for the circumstances attending the founding of a college in a new state, there should be apparent each year an increased effort to raise it above the level of the common school, and it would seem that the time has now come in our state, when the college curriculum should no longer embrace the branches strictly primary.

The relation between the common school and the college is one of mutual dependence, and that state shows most practical wisdom that cherishes both with equal care.

THE TOWNSHIP SYSTEM.

The discussions at teachers' institutes and in the State Teachers' Association during the past five years, have generally led to expressions of opinion in favor of the system of school organization recommended by my predecessor in the last annual report from this office. County Superintendents in their special reports, with two or three exceptions, approve of the township system, and the friends of education throughout the state seem to be of opinion that some modification of our present district organization is desirable.

As this subject was ably discussed in the report of last year, it seems unnecessary to reiterate the reasons there given for a change in the law, but the plan there proposed was the result of extended observation and reflection, and is therefore worthy of legislative consideration.

STATE NORMAL SCHOOL.

During the past seven years, the Board of Normal School Regents have sought to secure normal training and instruction, by aiding such institutions as have organized normal departments, and by holding teachers' institutes in different parts of the state. The number of departments at present organized, is seven; and the number of students examined during the present year, is less than seventy. Sufficient time has elapsed since the present plan was adopted, to show that the ostensible objects of the law are unattainable under the provisions of the act. Our experience has not been unlike that of other states, in their efforts to organize normal

schools in connection with colleges and academies. No fault attaches to the Regents of Normal Schools, nor to the trustees of the institutions participating in the annual appropriation. The plan is defective. It makes the normal department subordinate, and does not provide for special training of teachers.

Teachers' institutes have been more successful. But they are adapted rather to awaken interest among the people, and to lead to the adoption of the best methods of instruction, than to secure mental discipline and self control, and to develop the ready sympathy, the sound judgment and rare tact so necessary to the teacher. These can be acquired and developed only under the favorable conditions afforded by a properly organized normal school.

The amount expended in support of our public schools, annually, is more than one million of dollars. The manner in which this large sum is used, depends principally upon the character of the teachers employed. If they are poorly qualified, the money is misdirected, the time of our children wasted, and those results our schools were designed to secure, are unattained.

The experience of every country proves the normal school a necessary part of a well devised and successful system of education. Maine, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Michigan, Illinois, California and Minnesota, have normal schools in successful operation, and even Kansas has founded one, while no country of Europe is without them.

Teaching is an art, and like every other art, it is best learned by cultivating it in schools founded for this specific purpose. If the profession of the teacher is not regarded by those engaged in it, as well as by the public, as being honorable the community suffers in one of its most important interests. The worst results must inevitably follow from regarding instruction as a business that requires no special preparation.

Much, and even most, of the benefit that should be derived by our children from their attendance at school, is lost from want of previous training on the part of our teachers. A large portion of our youthful population can attend school but a small part of the year. To them good instruction is invaluable. A few months attendance, if guided by a teacher possessed of skill, is worth more than years spent in schools controlled by those who have no special fitness for their important calling.

Legislation can commit no greater blunder than to ignore the claims of the school upon the state. Order, industry, frugality, honesty, all the virtues that preserve people and adorn humanity spring from our schools, and to invigorate them, by fitting teachers for them, is an obvious dictate of patriotism, prudence and common sense.

The present is believed to be not an inauspicious time to inaugurate the enterprise of founding a normal school. We must abandon the idea of making educational progress until this step is taken. To obtain competent instructors for our children under existing circumstances, is simply impossible. No investment can be made from which the returns will be speedier or surer. We must improve our common schools or enlarge our reform school. Indeed, no other measure so commends itself to a wise forecast and calm reflection. Were our public schools managed with proper

care, and provided with suitable teachers, all other institutions of learning would receive a new impulse. Those States that have established normal schools have also prosperous colleges and universities, while those destitute of them have failed to realize the benefits that ought to be derived from higher institutions of learning. The cause is obvious. Hence, those most interested in collegiate and university education, because most clearly understanding its transcendent importance, are the warmest advocates of schools for the special training of teachers.

The subject is respectfully and earnestly commended to the attention of the Legislature.

GENERAL REMARKS.

That our schools have not retrograded during the past year, that the people show an increased interest in the education of the youth of the state, that teachers are better qualified and more successful, and that knowledge and virtue are gaining the ascendancy over ignorance and vice, may be asserted and perhaps proved. Still, those who observe most carefully the condition of our educational institutions, and understand most clearly their relation to the welfare of the state, are not without misgivings that they come short of affording that security for the future of our country which patriotism demands. There is an indifference in regard to the methods of instruction, an apathy concerning the means of education, that bodes evil to society. The means and methods adapted to our condition a few years since, will not meet the demands of the present. The last five years have called into exercise forces that had before lain dormant. War has developed energies that can be useful only as they can be controlled. To be satisfied with the educational agencies of the past is to be blind to the teachings of the present, and reckless of the claims of the future.

Although no radical changes in our school law are deemed advisable at the present time, yet, it is believed that our whole school system must be modified before many years to meet the demands of a change in society that could not be anticipated when the present system was devised. The terrible ordeal through which our country is passing has shown a necessity for a far more comprehensive plan of education than our laws embraced.

Our great need at this time is better teaching. This subject has been already discussed. Such legislation as will secure greater local interest and more direct supervision is much to be desired. The county superintendency is a step in the right direction, and but a step. There is required for every town an organization that shall bring its schools under such control as will secure a better classification of schools, a more economical administration of school affairs, a more careful selection of school officers, and the appointment of better qualified teachers. It would seem that the time a school is required to be taught, in order to entitle the district to share in the apportionment of the School Fund Income, should be lengthened. Power should be given the people to raise more money at their annual school meetings, for building school houses, than can now be raised.

Whatever measures the wisdom of the Legislature may devise to awaken interest in education, to remove distrust from the minds of the people, and inspire confidence in our common schools, must be benificent. To provide for the children of the state a generous culture, to train them for liberty and usefulness as citizens, to implant in their minds a love of temperance, order and all the virtues that become a free people, are the objects that legislation should aim to secure. Happily our common schools are removed from the arena of party conflicts and sectarian contention. Around them cluster our hopes of future progress and security. They underlie the welfare of the State, and well deserve the fostering care of the representatives of the people.

Respectfully submitted,

JNO. G. McMYNN,

APPENDIX.

ALUMINUM

TABLE NO. 1.

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1864.

Counties and Towns.	No of Children.	Apportionment.
ADAMS—		
Adams	204	\$95 88
Big Flats	38	15 51
Dell Prairie	271	127 37
Easton	118	55 46
Jackson	177	83 19
Lincoln	170	79 90
Leola	51	23 97
Monroe	146	68 62
New Chester	145	68 15
Newark Valley	48	22 56
New Haven	306	143 82
Praeton	127	59 69
Quincy	68	31 86
Richfield	181	81 57
Rome	44	20 68
Springville	225	106 76
Stronga Prairie	307	141 29
White Creek	62	29 14
Total	2,637	\$1,237 51
CASHELAND—		
Bayport	178	84 13
La Pointe	93	43 71
Total	272	127 84
BUFFALO—		
Alma	182	82 04
Belvidere	125	58 75
Buffalo	198	83 06
Buffalo City	171	83 37
Cross	140	65 80
Eagle Mills	75	35 25
Gilmanton	85	39 95
Gleedon	64	30 08
Marville	134	62 98
Medina	56	26 39

Counties and Towns.	No of Children	Apportionment.
BUFFALO—continued.		
Naples.....	213	\$100 11
Nelson.....	56	26 32
Waumundee.....	241	113 27
Total.....	1,590	747 30
BROWN—		
Bellevue.....	236	110 92
Depere.....	125	58 75
Depere Village.....	216	101 52
Eaton.....	98	46 06
Fort Howard.....	329	154 63
Glenmore.....	130	61 10
Green Bay.....	231	108 57
Green Bay City.....	1010	474 70
Howard.....	304	142 68
Holland.....	369	173 43
Humboldt.....	234	109 98
Lawrence.....	308	144 76
Morrison.....	190	89 30
New Denmark.....	201	94 47
Pittsfield.....	44	20 68
Preble.....	242	113 74
Rockland.....	210	98 70
Suamico.....	137	64 39
Scott.....	771	362 37
Wrights Town.....	219	102 93
Total.....	5,604	2,638 88
CALUMET—		
Brillion.....	101	47 47
Brotherstown.....	589	253 38
Chilton.....	335	160 45
Charlestown.....	362	170 14
Harrison.....	462	188 94
New Holstein.....	480	225 60
Rantoul.....	143	69 56
Stockbridge.....	427	200 69
Woodville.....	215	101 05
Total.....	3,109	1,461 23
CHIPPEWA—		
Anson.....	37	17 39
Bloomers Prairie.....	199	86 63
Chippewa Falls.....	236	106 22
Eagle Point.....	217	101 69
Lafayette.....	157	73 79
Sigel.....	51	23 97
Wheaton.....	85	44 65
Total.....	912	428 64

Counties and Towns.	No. of Children.	Apportionment.
CLARK—		
Levis.....	51	\$23 97
Lynn.....	104	48 88
Pine Valley.....	95	44 65
Weston.....		
Total.....	250	117 50
COLUMBIA—		
Arlington.....	304	142 88
Caledonia.....	413	194 11
Courtland.....	521	244 87
Columbus.....	839	394 33
Decorra.....	510	239 70
Fort Winnebago.....	371	174 37
Fountain Prairie.....	476	223 72
Hampden.....	384	180 48
Leeds.....	466	219 02
Lowville.....	355	166 85
Lodi.....	571	268 37
Lewiston.....	433	203 51
Marcellon.....	369	173 43
Newport.....	473	222 31
Otsago.....	491	230 77
Pacific.....	82	38 54
Portage.....	1,175	552 25
Randolph.....	468	219 96
Scott.....	344	161 68
Springvale.....	363	170 61
West Point.....	314	147 58
Wyocena.....	514	241 58
Total.....	10,236	4,810 92
CRAWFORD—		
Clayton.....	462	217 14
Eastman.....	396	186 12
Freeman.....	271	127 37
Haney.....	177	83 19
Lynxville.....	96	45 12
Marietta.....	208	97 76
Prairie du Chien.....	1,075	505 25
Scott.....	269	126 43
Seneca.....	235	111 86
Utica.....	337	158 39
Wauzeka.....	272	127 84
Total.....	3,801	1,786 47

Counties and Towns.	No. of Children	Apportionment.
DANE—		
Albion	429	\$201 63
Berry	445	209 15
Black Earth	311	146 17
Blooming Grove	344	161 68
Blue Mounds	318	149 46
Bristol	479	225 13
Burke	364	171 08
Christiana	589	276 83
Cottage Grove	635	298 45
Cross Plains	504	236 88
Dane	421	197 87
Deerfield	419	196 93
Dunkirk	727	341 69
Dunn	453	212 91
Fitchburg	546	256 62
Madison	240	112 80
Madison City	2,491	1,170 77
Mazomania	485	227 95
Medina	431	202 57
Middleton	553	259 91
Montrose	444	206 68
Oregon	516	242 52
Perry	479	221 74
Primrose	448	210 56
Pleasant Spring	492	231 24
Roxbury	515	242 05
Rutland	433	203 51
Springdale	456	214 32
Springfield	493	231 71
Sun Prairie	514	241 58
Vienna	348	163 56
Verona	477	224 19
Vermont	465	218 55
Westport	439	206 33
Windsor	420	197 40
York	388	180 11
Total	18,489	\$8,694 53
DONN—		
Ashippun	701	329 47
Burnett	401	196 46
Beaver Dam	523	245 81
Beaver Dam City	1,030	484 10
Clyman	612	287 64
Calamus	436	204 92
Chester	373	175 31
Elba	619	290 93
Emmett	614	288 58
Fox Lake	795	373 65
Hustisford	582	273 54
Hubbard	1,087	510 89
Herman	794	373 18
Leroy	514	241 58
Lomira	689	323 83
Lowell	898	422 06

Counties and Towns.	No of Children.	Apportionment.
DODGE—concluded—		
Lebanon	720	\$338 40
Oak Grove	791	371 77
Portland	584	274 48
Rubicon	804	377 88
Shields	597	280 59
Theresa	931	437 57
Trenton	669	314 43
Waupun, S. W.	207	97 29
Westford	476	223 72
Williamstown	874	410 78
Total	17,338	\$8,148 88
DOCK—		
Baileys Harbor	38	15 51
Brussell		
Clay Banks	36	16 92
Chambers Island	24	11 28
Egg Harbor	54	25 38
Forestville	48	22 56
Gardner	85	39 95
Gibraltar	94	44 18
Liberty Grove	20	9 40
Nasauwaupee	79	37 13
Sebastopol	90	42 30
Sturgeon Bay	102	47 94
Washington	121	56 87
Total	786	369 42
DOUGLAS—		
Superior	153	71 91
Total	153	71 91
DUNN—		
Dunn	171	80 37
Eau Galle	161	75 67
Menomonie	160	75 20
Peru	42	19 74
Red Cedar	209	98 23
Rock Creek	46	21 62
Spring Brook	324	152 28
Total	1,113	523 11
Eau Claire—		
Bridge Creek	246	115 62
Brunswick	114	53 58
Eau Claire	274	175 78

Counties and Towns.	No. of Children.	Apportionment.
EAU CLAIRE—continued—		
Lincoln.....	98	\$46 06
North Eau Claire.....	77	36 19
Oak Grove.....	107	50 29
Pleasant Valley.....	84	89 48
West Eau Claire.....	217	101 99
Total.....	1,377	618 99
FOND DU LAC—		
Alto.....	532	250 04
Ashford.....	786	369 42
Auburn.....	528	243 16
Byron.....	587	275 89
Calumet.....	598	281 06
Empire.....	350	164 50
Eldorado.....	564	265 08
Eden.....	614	288 58
Fond du Lac.....	436	204 92
Fond du Lac City.....	2,695	1,286 65
Friendship.....	321	150 87
Forest.....	514	241 58
Lamartine.....	481	226 07
Metomen.....	584	274 48
Marshfield.....	673	316 31
Oakfield.....	483	227 01
Osceola.....	366	172 02
Ripon.....	393	184 71
Rosendale.....	660	310 20
Ripon City.....	657	308 79
Springvale.....	473	222 31
Taycheedah.....	687	322 89
Waupun.....	432	203 04
Waupun, North W'd.....	299	135 83
Total.....	14,703	6,910 41
GRANT—		
Beetown.....	649	305 03
Boscobel.....	390	183 30
Blue River.....	219	102 93
Clifton.....	669	314 43
Cassville.....	352	165 44
Ellenboro.....	316	148 52
Fennimore.....	604	283 88
Glen Haven.....	351	164 97
Hazel Green.....	1,103	518 41
Harrison.....	442	207 74
Hickory Grove.....	259	121 73
Jamestown.....	561	263 67
Lancaster.....	813	382 14
Lima.....	387	181 89

Counties and Towns.	No. of Children.	Apportionment.
GRANT—concluded—		
Little Grant, A.....	281	\$132 07
Liberty.....	268	125 96
Millville.....	492	231 24
Muscoda.....	272	127 84
Marion.....	254	124 08
Platteville.....	1,178	553 66
Patch Grove.....	388	158 86
Potosi.....	1,085	509 95
Paris.....	316	148 52
Smelser.....	540	253 80
Tafton.....	396	186 12
Wingville.....	291	136 77
Wyalusing.....	227	106 69
Waterloo.....	232	109 04
Waterstown.....	161	75 67
Total.....	13,456	6,324 32
GREEN—		
Adams.....	294	138 18
Albany.....	565	265 55
Brooklyn.....	407	191 23
Cadiz.....	400	188 00
Clarno.....	596	280 12
Decatur.....	684	297 98
Exeter.....	418	196 46
Jordan.....	415	195 95
Jefferson.....	674	316 78
Monroe.....	1,260	592 20
Mt. Pleasant.....	514	241 58
New Glarus.....	379	178 13
Spring Grove.....	473	222 31
Sylvester.....	508	238 76
Washington.....	873	175 31
York.....	266	125 02
Total.....	8,176	3,842 72
GREEN LAKE—		
Berlin City.....	773	363 31
Brooklyn.....	417	195 99
Berlin.....	400	188 00
Dayton.....	815	148 05
Green Lake.....	440	206 80
Kingston.....	209	98 23
do.....village.....	126	59 22
Markesan.....	115	54 05
Mackford.....	323	154 93
Manchester.....	406	190 82
Marquette.....	227	106 69
Princeton.....	503	236 41
St. Marie.....	230	108 60

Counties and Towns.	No. of Children.	Apportionment.
GREEN LAKE—concluded—		
Seneca.....	4,643	\$71 91
Total.....	153	2,182 21
Iowa—		
Arena.....	504	236 88
Clyde.....	253	128 91
Dodgeville.....	1,525	716 75
Highland.....	1,052	494 44
Linden.....	809	380 23
Miffin.....	507	288 29
Moscow.....	333	156 51
Mineral Point.....	598	281 06
do.....City.....	1,168	548 96
Pulaski.....	400	188 00
Kidgeway.....	1,037	487 39
Waldwick.....	270	128 90
Wyoming.....	305	143 35
Total.....	8,761	4,117 67
JACKSON—		
Albion.....	402	188 94
Alma.....	283	133 01
Hixton.....	200	94 00
Irving.....	242	113 74
Melrose.....	233	109 51
Manchester.....	99	46 33
Northfield.....	18	8 46
Springfield.....	113	53 11
Total.....	1,590	747 30
JEFFERSON—		
Artalan.....	390	183 30
Cold Spring.....	327	153 69
Concord.....	591	277 77
Farmington.....	922	433 34
Hebron.....	394	185 18
Ixonia.....	769	361 43
Jefferson.....	1,291	606 77
Koshkonong.....	789	375 53
Lake Mills.....	528	248 16
Milford.....	925	439 45
Oakland.....	445	209 15
Palmyra.....	632	287 14
Sullivan.....	649	305 03
Sumner.....	150	70 50
Waterloo.....	563	264 61
do.....village.....	157	73 79

Counties and Towns.	No. of Children.	Apportionment.
JEFFERSON—concluded—		
Watertown	643	\$302 21
...do...city	297	6, 398 72
Total	13, 161	6, 185 67
JUNEAU—		
Armenia	90	\$42 30
Clearfield	68	31 96
Fountain	152	71 44
Germantown	272	127 84
Kildare	291	136 77
Lemonweir	371	174 37
Lindina	403	189 41
Lyndon	209	98 23
Lisbon	399	187 53
Mauston village	248	116 56
Marion	122	57 34
Necedah	234	109 98
Orange	70	32 90
Plymouth	214	100 58
Summit	206	96 82
Seven Mile Creek	277	180 19
Wonewoc	234	109 98
Total	3, 860	1, 814 20
KENOSHA—		
Bristol	419	196 93
Brighton	530	249 10
Kenosha city,	1, 195	561 65
Pleasant Prairie	514	241 58
Paris	445	209 15
Randall	249	117 03
Salem	593	278 71
Somers	515	242 05
Wheatland	358	168 26
Total	4, 818	2, 264 46
Kewaunee—		
Ahnepee	294	138 18
Carlton	309	145 23
Coryville	151	70 97
Casco	401	188 47
Franklin	200	94 00
Kewaunee	314	147 58
Lincoln	195	91 65
Montpelier	90	42 30
Pierce	40	18 80
Red River	340	159 80
Total	2, 334	1, 096 98

Counties and Towns.	No. of Children.	Apportionment.
LA CROSSE—		
Bangor.....	379	\$178 13
Burns.....	275	129 25
Barre.....	460	216 20
Campbell.....	263	123 61
Farmington.....	343	161 21
Greenfield.....	325	152 75
Holland.....	149	70 03
Jackson.....	294	138 18
La Crosse City.....	1,237	581 39
Neahonoc.....	248	116 56
Onalaska.....	473	222 31
Washington.....	110	51 70
Total.....	4,556	2,141 32
LA FAYETTE—		
Argyle.....	475	223 25
Belmont.....	249	117 03
Benton.....	970	455 90
Center.....	855	401 85
Elk Grove.....	422	226 54
Fayette.....	498	234 06
Gratiot.....	507	238 29
Kendall.....	489	229 83
Monticello.....	214	100 58
New Diggings.....	698	328 06
Shullsburg.....	1,214	570 58
Wayne.....	340	159 80
White Oak Springs.....	221	103 87
Willow Springs.....	420	197 40
Wiota.....	655	307 85
Total.....	8,287	3,894 89
L. PONTIAC—		
Bayfield.....	124	58 28
Total.....	124	58 28
MANITOWOC—		
Oato.....	605	284 85
Centerville.....	507	238 29
Cooperstown.....	547	257 09
Eaton.....	299	140 53
Franklin.....	510	239 70
Gibson.....	406	190 82
Kossuth.....	642	301 74
Liberty.....	438	206 86
Manitowoc.....	1,204	565 88
“ Rapids.....	544	255 68
Maple Grove.....	439	206 33
Meemee.....	504	236 89
Mishicot.....	564	265 08
Newton.....	640	300 80

Counties and Towns.	No. of Children.	Apportionment.
MANITOWOC—continued.		
Rockland.....	178	\$83 66
Schleswig.....	357	167 79
Two Creeks.....	87	40 89
Two Rivers.....	995	467 65
Total.....	9,466	4,449 02
MARATHON—		
Berlin.....	219	102 93
Easton.....	19	8 93
Jenny.....	11	5 17
Knowlton.....	42	19 74
Mosinee.....	92	43 24
Marathon.....	86	40 42
Stettin.....	87	40 89
Texas.....	32	15 04
Weston.....	17	12 69
Wausau.....	113	53 11
" Village.....	313	147 11
Total.....	1,041	489 27
MARQUETTE—		
Buffalo.....	318	149 46
Crystal Lake.....	215	101 05
Douglas.....	274	128 78
Harris.....	190	89 30
Mecan.....	147	69 09
Montello.....	314	147 85
Moundville.....	175	82 25
Neshkoro.....	119	51 23
Newton.....	223	104 81
Oxford.....	239	112 33
Packwaukee.....	215	101 05
Shields.....	216	101 52
Springfield.....	97	45 59
Westfield.....	187	87 89
Total.....	2,919	1,371 93
MILWAUKEE—		
Franklin.....	743	349 21
Greenfield.....	901	423 47
Granville.....	1,073	504 31
Lake.....	781	367 07
Milwaukee.....	1,076	505 72
Milwaukee City.....	18,446	8,669 62
Oak Creek.....	952	447 44
Wauwatosa.....	1,168	548 96
Total.....	25,140	11,815 80

Counties and Towns.	No. of Children.	Apportionment.
MONROE—		
Adrian.....	166	\$78 02
Angelo.....	155	72 85
Clifton.....	45	21 15
Eaton.....	32	15 04
Glendale.....	107	50 29
Greenfield.....	117	54 99
Jefferson.....	134	62 98
Leon.....	355	166 85
Lincoln.....	173	81 31
La Fayette.....	136	63 92
Little Falls.....	143	67 21
Oak Dale.....	89	39 01
Portland.....	137	64 39
Ridgeville.....	159	74 73
Sparta.....	885	415 95
Sheldon.....	194	91 18
Tomah.....	296	139 12
Wellington.....	122	57 34
Wilton.....	167	78 49
Total.....	3,606	1,694 82
OCONTO—		
Little Suamico.....		
Marinette.....	164	77 08
Oconto.....	144	67 68
Oconto Village.....	317	148 99
Pensaukee.....	129	60 63
Peshigo.....	189	88 83
Stiles.....	121	56 87
Total.....	1,064	500 08
OUTAGAMIE—		
Appleton.....	973	457 31
Bovina.....	113	53 11
Buchanan.....	149	70 03
Black Creek.....	11	5 17
Center.....	209	98 23
Dale.....	293	137 71
Ellington.....	301	141 47
Freedom.....	327	153 69
Greenville.....	503	236 41
Grand Chute.....	396	185 65
Hortonia.....	290	136 30
Kaukauna.....	411	193 17
Liberty.....	68	31 06
Maple Creek.....	116	54 52
Osborn.....	61	28 67
Total.....	5,220	1,983 40

Counties and Towns.	No. of Children.	Apportionment,
OSAUKEE—		
Belgium	1,058	\$497 26
Cedarburg	1,124	528 28
Fredonia	779	366 18
Grafton	799	375 53
Mcquon	1,427	670 69
Port Washington	1,010	474 70
Saukville	758	356 26
Total	6955	3,268 85
PEPIN—		
Albany	34	15 98
Durand	206	96 82
Frankfort	72	33 84
Lima	130	61 10
Pepin	276	129 72
Stockholm	67	31 49
Waubeek	83	39 01
Waterville	48	22 56
Total	916	430 52
PISCATAWAY—		
Clifton	187	87 89
Diamond Bluff	45	21 15
El Paso	5	2 35
Hartland	68	31 96
Isabelle	40	18 80
Martell	229	107 68
Oak Grove	163	76 61
Perry	81	38 07
Pleasant Valley	66	31 02
Prescott City	365	171 55
River Falls	280	126 90
Salem	53	24 91
Trenton	50	23 50
Trimbelle	139	65 33
Union	19	8 93
Total	1,780	836 60
POLK—		
Alden	130	61 10
Farmington	132	62 04
Lincoln	23	10 34
Osceola	160	75 20
St. Croix Falls	136	63 92
Sterling	51	23 97
Total	631	296 57

Counties and Towns.	No. of Children.	Appor- tion- ment
PORTAGE—		
Almond	210	\$98 70
Amherst	242	113 74
do Village }	182	85 54
Belmont	172	80 84
Buena Vista	44	20 68
Eau Claire	91	42 77
Hull	180	84 60
Jordan Village }	65	30 55
Lanark	201	94 47
Linwood	335	157 45
New Hope	138	64 86
Plover	227	106 69
do Village }	224	105 28
Pine Grove	17	7 99
Sharon	431	202 57
Stockton		
Stevens Point		
do City		
Total	2,759	1,296 73
RACINE—		
Burlington	811	381 17
Caledonia	1,038	487 86
Dover	471	221 37
Mt. Pleasant	896	421 12
Norway	409	192 23
Raymond	457	214 79
Racine City	2,541	1,194 27
Rochester	348	163 56
Waterford	565	255 55
Yorkville	528	248 16
Total	8,064	3,790 08
RICHLAND—		
Akan	63	29 61
Bloom	300	141 00
Buena Vista	351	164 97
Dayton	246	115 62
Eagle	366	172 02
Forest	269	126 43
Henrietta	228	107 16
Ithaca	427	200 69
Marshall	290	136 30
Orion	223	104 81
Richwood	400	188 00
Rockbridge	252	118 44
Sylvan	253	118 91
Westford	248	114 21

Counties and Towns.	No. of Children.	Apportionment.
Richland—continued—		
Willow	205	\$96 35
Richland	417	195 99
Total	4,588	2,130 51
Rock—		
Avon	413	194 11
Beloit	815	148 05
do City	1,499	704 53
Bradford	403	189 41
Clinton	620	291 40
Center	388	182 36
Fulton	721	338 87
Harmony	406	190 82
Extra for last year's error }		24 64
Janesville	298	140 06
do City	3,447	1,620 09
Johnstown	436	204 92
Lima	410	192 70
La Prairie	292	137 24
Magnolia	421	197 87
Milton	631	296 57
Newark	487	228 89
Porter	565	265 55
Plymouth	498	234 06
Rock	457	214 79
Spring Valley	406	190 82
Turtle	527	247 69
Union	664	312 08
Total	14,304	6,747 52
St. Croix—		
Cylon	70	32 90
Eau Claire	41	19 27
Erin Prairie	199	93 53
Emerald	54	25 38
Hammond	191	89 77
Hudson	104	48 88
do City	466	219 02
Malone	185	63 45
Pleasant Valley	127	59 69
Richmond	142	66 74
Rush River	70	32 90
St. Joseph	72	33 84
Springfield	50	23 50
Star Prairie	133	62 51
Somerset	117	54 99
Troy	174	81 78
Warren	67	31 49
Total	2,212	1089 64

Counties and Towns.	No. of Children	Apportion- ment.
AUK—		
Baraboo.....	849	\$399 03
Bear Creek.....	256	120 32
Dellona.....	220	103 40
Excelsior.....	293	137 71
Fairfield.....	246	115 62
Franklin.....	326	153 22
Freedom.....	248	116 56
Greenfield.....	312	146 64
Honey Creek.....	408	191 76
Ironton.....	420	197 40
Lavalle.....	200	94 00
Merrimack.....	306	143 82
New Buffalo.....	347	163 09
Prairie du Sac.....	739	347 33
Reedsburg.....	507	238 29
Spring Green.....	369	173 43
Sumpter.....	385	180 95
Troy.....	342	160 74
Washington.....	300	141 00
Westfield.....	362	170 14
Winfield.....	288	135 36
Woodland.....	233	109 51
Total.....	7,956	3,739 32
SHAWANO—		
Belle Plaine.....	76	35 72
Hartland.....	27	12 69
Pella.....	69	31 02
Richmond.....	66	31 02
Shawano.....	25	11 75
Waukechon.....	12	5 64
Total.....	272	127 84
SHEBOYGAN—		
Abbott.....	682	320 54
Greenbush.....	637	299 39
Herman.....	819	384 93
Holland.....	945	444 15
Lima.....	713	335 11
Lyndon.....	550	258 50
Mitchell.....	420	197 40
Moselle.....	457	214 79
Plymouth.....	869	408 43
Rhine.....	552	259 44
Russell.....	262	123 14
Scott.....	570	267 90
Sheboygan.....	459	215 73
Sheboygan Falls.....	785	345 45
Sheboygan Falls Village.....	484	227 48
Sheboygan City.....	1,528	718 16
Wilson.....	459	215 73
Total.....	11,141	5,236 27

Counties and Towns.	No. of Children.	Apportionment.
TREMPEALEAU--		
Arcadia	185	\$63 45
Caledonia	117	54 99
Chase	22	10 34
Ettrick	95	144 55
Gale	259	21 73
Lincoln	50	22 50
Preston	129	60 63
Sumner	54	25 88
Trempealeau	410	192 70
Total	1,271	597 37
VERNON--		
Bergen	149	70 08
Christiana	308	144 76
Clinton	153	71 91
Coon	167	78 49
Franklin	402	188 94
Forest	136	63 92
Greenwood	188	88 36
Genoa	109	51 23
Hillsboro	247	116 09
Harmony	168	78 96
Hamburg	265	124 55
Jefferson	365	171 55
Kickapoo	371	174 37
Liberty	110	51 70
Stark	131	61 57
Sterling	371	174 37
Union	123	57 81
Viroqua	602	282 94
Webster	174	81 78
White-town	83	39 01
Wheatland	126	59 22
Total	4,748	2,291 56
WALWORTH--		
Bloomfield	455	213 85
Darien	561	273 07
Delavan	951	446 97
East Troy	647	304 09
Elkhorn	406	190 82
Geneva	858	403 26
Hudson	556	261 32
La Grange	535	251 45
La Fayette	458	219 96
Linn	345	162 15
Richmond	398	187 06
Sharon	682	320 54
Sugar Creek	453	212 91
Spring Prairie	484	227 48
Troy	448	210 56
Whitewater	1,846	632 62
Walworth	543	255 21
Total	10,156	4,773 32

Counties and Towns.	No. of Children.	Apportionment.
WASHINGTON--		
Addison.....	924	\$434 28
Barton.....	494	232 18
Erin.....	822	386 34
Farmington.....	791	371 77
Germantown.....	1,053	494 91
Hartford.....	1,057	496 79
Jackson.....	808	377 41
Kewaskum.....	492	231 24
Polk.....	1,053	494 91
Richfield.....	866	407 02
Trenton.....	780	366 60
Wayne.....	770	361 90
West Bend.....	646	303 62
Total.....	10,551	4,958 97
WAUKESHA--		
Brookfield.....	824	387 28
Delafield.....	534	250 98
Eagle.....	560	263 20
Genesee.....	707	332 29
Lisbon.....	597	280 59
Menomonee.....	926	435 22
Merton.....	591	277 77
Muskego.....	600	282 00
Mukwanago.....	506	237 82
New Berlin.....	757	355 79
Oconomowoc.....	915	430 06
Ottawa.....	487	228 89
Pewaukee.....	606	284 82
Summit.....	401	188 47
Vernon.....	471	221 87
Waukesha.....	1,323	621 81
Total.....	10,805	5,078 35
WAUPACA--		
Bear Creek.....	73	34 31
Caledonia.....	192	90 24
Dayton.....	262	123 14
Farmington.....	273	128 31
Helvetia.....	32	15 04
Iola.....	223	104 81
Larrabee.....	27	12 69
Lebanon.....	136	63 92
Lind.....	373	175 31
Little Wolf.....	154	72 38
Matteson.....	42	19 74
Mukwa.....	416	195 52
Royalton.....	236	110 92
Scandinavia.....	319	149 93
St. Lawrence.....	222	104 34
Union.....	48	22 56
Waupaca.....	466	219 02
Weyauwega.....	471	221 37
Total.....	3,965	1,863 55

Counties and Towns.	No. of Children.	Apportionment.
WAUSHARA—		
Aurorah.....	306	\$143 81
Bloomfield.....	276	129 72
Coloma.....	118	55 46
Deerfield.....	68	31 96
Dakota.....	129	60 63
Hancock.....	111	52 17
Leon.....	814	147 58
Mount Morris.....	183	86 01
Marion.....	234	109 98
Oasis.....	192	90 24
Plainfield.....	357	167 79
Poyssippi.....	139	65 33
Rose.....	76	35 72
Richford.....	209	98 23
Springwater.....	186	87 42
Saxville.....	261	122 67
Warren.....	236	110 92
Wautoma.....	266	125 02
Total.....	3,661	1,720 67
WINNEBAGO—		
Algoma.....	294	133 18
Black Wolf.....	295	133 65
Clayton.....	511	240 17
Menasha.....	842	395 74
Neenah.....	981	437 57
Nekimi.....	432	203 04
Nepeuskin.....	359	168 73
Oshkosh.....	304	142 88
City.....	2,483	1,167 01
Omro.....	784	368 48
Poygan.....	297	139 59
Rushford.....	667	313 49
Utica.....	469	220 43
Vinland.....	398	187 06
Winchester.....	476	223 72
Wolf River.....	97	45 59
Winneconne.....	477	224 19
Total.....	10,116	4,754 53
WOOD—		
Centralia.....	166	78 02
Dexter.....	69	32 43
Grand Rapids.....	332	156 04
Lincoln.....		
Rudolph.....	88	41 36
Seneca.....	29	13 63
Sigel.....	25	11 75
Springfield.....	38	17 86
Saratoga.....	88	41 36
Total.....	885	392 45

TABLE NO. II.

Counties.	No. of School Districts.	No. of Districts not reported.	No. of parts of Districts.	No. parts Districts not reported.	No. of Male Children over 4 and under 29 years of age.	No. of Female Children over 4 and under 29 years of age.	Total No. of Children over 4 and under 29 years of age.	No. of Children under 4 years of age who have attended school.	No. of Children over 20 years of age who have attended school.	No. of Districts maintaining School more than one term.	No. of days a school has been taught during winter term.	No. of days a school has been taught during summer term.	Total No. of days a school has been taught during the year.	No. of pupils attending during winter term.	Whole No. of days attendance of pupils during winter term.	No. of pupils attending during summer term.	Whole No. of days attendance of pupils during summer term.	No. of different pupils attending during the year.
Adams.....	55	3	43	6	1293	1165	2458	25	23	62	5131	4986	10117	1718	55272	1671	60222	2241
Ashland.....	3	.....	.....	.....	138	141	279	.....	.....	2	207	154	361	104	5871	104	2961	144
Brown.....	59	2	18	2	2925	2944	5869	10	19	34	4020	4130	8150	2378	106662½	2454	82236	3065
Buffalo.....	38	4	11	2	971	856	1827	74	2	20	2346	1945	4291	794	40374	700	29999	1013
Calumet.....	56	3	8	1	1569	1579	3148	32	17	39	3456½	3027½	6514	1460	60580	1448	50724½	1936
Chippewa.....	23	.....	1	1	519	507	1026	3	3	9	890	1373	2363	418	16621½	580	20129	623
Clark.....	9	.....	.....	.....	190	153	343	5	1	7	566	843	1409	203	9543	237	12044	307
Columbia.....	129	3	66	3	5220	4982	10202	49	101	156	11411	12030	23441	6449	285808	6303	260037	8266
Crawford.....	78	5	34	6	2072	1992	4064	20	4	51	4545½	4231	8776½	2113	85650½	2007	69948	2777
Dane.....	195	5	116	8	9622	9220	18842	97	78	208	17232½	14656	31888	9157	414165½	7807	306172½	12697
Dodge.....	165	2	90	2	8716	8569	17385	84	103	178	14545	12454	26999½	8699	321102	7155	274087	9964
Door.....	21	3	4	.....	480	396	876	12	36	13	1335½	1127	2462½	344	13913½	344	13913½	853
Douglas.....	.....	.....	.....	.....	95	83	178	.....	.....	2	294	121	415	111	8743	112	4632	145
Dunn.....	32	4	10	2	706	649	1355	8	7	19	1808	2110	3918	707	35411	785	36356	959
Eu Claire.....	29	1	12	1	741	731	1472	17	3	18	1570	2191	3761	756	36637½	881	38491	1166
Fond du Lac.....	146	2	79	9	7533	7454	14987	93	50	175	13238	11216	24456	6555	320353	6156	24076 J	7435

Grant.....	176	10	74	10	6601	6732	13333	29	48	171	1834	11749 $\frac{1}{2}$	25583 $\frac{1}{2}$	7589295654	6491	217298	9062
Green.....	102	3	49	...	4111	4100	8231	52	44	100	9011	7363	16374	5617280252	4670	209536	6705
Green Lake.....	46	...	60	3	2437	2297	4734	24	24	68	5237	4837	10074	3033103763	2843	92806	3168
Iowa.....	116	5	15	...	4567	4474	9041	23	15	67	7139	6037	13226	4704157997	4529	132234	5884
Jackson.....	52	4	8	...	959	891	1350	22	6	30	2875 $\frac{1}{2}$	3294 $\frac{1}{2}$	6170	99645394 $\frac{1}{2}$	1187	49442	1484
Jefferson.....	95	2	81	3	6556	6719	13275	36	45	103	9869	8251	18130	6380284174	5083	263872	7733
Juneau.....	80	5	36	4	1954	1797	3751	23	27	68	5820	5515 $\frac{1}{2}$	11335 $\frac{1}{2}$	211784898	2101	70443	2666
Kenosha.....	63	...	29	...	2513	2404	4917	40	28	67	5222	4422	9644	3123212939	2149	105857	3693
Kewaunee.....	43	9	1	...	1310	1123	2433	99	5	13	1523	1739	3262	60511762	719	8429	772
La Crosse.....	48	4	23	...	2318	2308	4626	39	16	28	3843	4223	8066	260657570	1979	51521	2723
La Fayette.....	103	5	23	...	4211	3976	8187	24	42	84	6858	8117	14475	3845144836	1355	179374	5543
La Pointe.....	1	...	...	...	54	55	109	...	...	...	81	83	167	4119397	405	10148	1208
Manitowoc.....	93	1	19	...	5153	4870	10023	51	18	53	783	5725	13548	5679186678	4964	132640	5029
Marathon.....	42	9	3	...	546	514	1060	9	23	16	2271 $\frac{1}{2}$	1449	3726 $\frac{1}{2}$	589	...	56866 $\frac{1}{2}$	1490
Marquette.....	50	5	39	2	1500	1350	2850	18	23	38	3222	3286	6008	141061542 $\frac{1}{2}$	1336	276330	10649
Milwaukee.....	88	...	21	4	13230	13901	27131	26	8	53	8213	4574	12787	780624702	7178	79453	2933
Monroe.....	94	8	41	2	2096	1944	4040	43	28	73	5475	1122	12597	238091055	2599	79453	2933
Oconto.....	19	1	6	...	614	521	1135	6	2	8	967 $\frac{1}{2}$	1198 $\frac{1}{2}$	2166	60128980 $\frac{1}{2}$	583	22642	832
Outagamie.....	69	...	8	...	2279	2217	4496	42	12	66	5526	5019	10545	238289397	2298	83133	2836
Ozaukee.....	53	...	14	1	3460	3474	6334	14	2	40	6080	2824	8904	3197191044	2002	84111	3661
Pepin.....	19	3	12	1	526	522	1048	6	...	15	980	1213	2193	55719668	514	18066	783
Pierce.....	48	11	26	4	981	934	1915	7	13	29	2207	2671	4878	128360142	1271	39765	1643
Polk.....	19	...	3	...	316	291	607	6	4	6	757	1412	2163	51418641	364	17096	473
Portage.....	75	5	26	1	1480	1437	2917	25	14	44	4117	4973	9090	175061004	1841	57898	2201
Racine.....	56	1	50	...	4380	4164	8344	14	21	74	6295	4989	11284	4524211675	4088	256950	5775
Richland.....	102	7	40	1	2622	2467	5091	36	25	72	6953 $\frac{1}{2}$	5568 $\frac{1}{2}$	12512	3098110289 $\frac{1}{2}$	2663	96171 $\frac{1}{2}$	3671
Rock.....	119	...	97	6	7281	7115	14396	61	47	154	11712	12240	23952	6375338035	5976	295366	9798
St. Croix.....	46	1	23	2	1212	1160	2372	23	23	36	2628	3250	5878	148156162	1637	62112	2978
Sauk.....	120	5	7	5	4157	3984	8146	46	40	126	11134 $\frac{1}{2}$	8949 $\frac{1}{2}$	20084	5472224355	4632	177635 $\frac{1}{2}$	6513
Seawano.....	18	2	4	1	173	151	324	...	2	5	420	538	988	7921905 $\frac{1}{2}$	164	5841	75
Sheboygan.....	107	3	41	1	5523	5540	11063	80	31	91	9727	6782	16509	6182352201	4251	167197	6081
Trempealeau.....	39	2	10	4	794	729	1523	14	18	18	1779	2447	4226	63237898 $\frac{1}{2}$	876	39305	1247
Vernon.....	104	6	41	5	2511	2487	4998	24	32	76	6527	5945	12472	261187412	2679	87021	3369
Walworth.....	104	3	69	4	4903	4591	9794	32	48	145	10409	10998 $\frac{1}{2}$	21407 $\frac{1}{2}$	6089331065 $\frac{1}{2}$	5334	294938 $\frac{1}{2}$	7556
Washington.....	86	...	46	2	5472	5162	10634	48	14	70	10828	4342	15170	5135253647	2289	97272	5313
Waushara.....	82	...	104	5	5499	5294	10793	33	30	116	10679	5501	20649	6850327370	5702	238307	8800
Waupaca.....	88	6	21	3	2140	2037	4177	21	67	65	5096	9570	10597	250294365	2369	100248	4397
Waushara.....	81	5	60	10	1817	1808	3620	32	23	69	6082	6513	12595	2033840461 $\frac{1}{2}$	2017	75831	2662

TABLE NO. II—concluded.

Counties.	No. of School Districts.		No. of Districts not reported.		No. of parts of Districts.		No. parts Districts not reported.		No. of Male Children over 4 and under 20 years of age.		No. of Female Children over 4 and under 20 years of age.		Total No. of Children over 4 and under 20 years of age.		No. of Children under 4 years of age who have attended school.		No. of Children over 20 years of age who have attended school.		No. of Districts maintaining School more than one term.		No. of days a school has been taught during winter term.		No. of days a school has been taught during summer term.		Total No. of days a school has been taught during the year.		No. of pupils attending during winter term.		Whole No. of days attendance of pupils during winter term.		No. of pupils attending during summer term.		Whole No. of days attendance of pupils during summer term.		No. of different pupils attending during the year.	
	Winnebago.....	86	23	69	3	5361	5355	10716	56	25	102	7895	7084	14979	5723	348194	5371	224149	7588	Wood.....	14	4	1	443	428	831	3	7	14	1172	1038	2210	462	200681½	639	24461	795
Total.....	3898	174	1861	127	166850	163056	329906	1716	1318	3467	31059½	279920	59051½	169909	7829986½	150682	5984519	211119																		

TABLE NO. III.

Counties.	No. of Male Teachers employed during winter term.	No. of Female Teachers employed during winter term.	No. of Male Teachers employed during summer term.	No. of Female Teachers employed during summer term.	No. of different persons employed in teaching during the year.	No. who have had experience as teachers previous to this year.	Average wages paid Male Teachers per month during winter term.	Average wages paid Female Teachers per month during winter term.	Average wages paid Male Teachers per month during summer term.	Average wages paid Female Teachers per month during summer term.	Amount raised by tax for teachers' wages.	Amount raised by tax for maps, charts and apparatus.	Amount raised by tax for building school houses.	Amount raised by tax for other purposes.	Amount raised for school purposes at annual town meeting.
Adams.....	14	46	4	61	10	84	\$24 55	\$17 57	\$23 00	\$14 66	\$2246 90	\$5 00	\$470 00	\$592 49	\$525 00
Ashland.....	2	1	1	2	3	3	31 16 $\frac{1}{2}$	20 00	35 00	20 00	184 00	67 00	625 00	989 92	196 66
Brown.....	21	33	9	54	96	71	28 56	18 78	33 86	19 28	6708 96	10 00	781 00	365 20	1650 40
Buffalo.....	13	18	3	25	51	34	28 75	18 48	27 00	18 82	3577 00	10 00	781 00	365 20	115 00
Calumet.....	17	33	3	36	79	67	26 21 $\frac{1}{2}$	16 72 $\frac{1}{2}$	20 75	15 19 $\frac{1}{4}$	3835 25	1521 00	1521 00	834 92	250 00
Chippewa.....	6	9	19	30	25	24 79	22 83	22 83	20 42	20 42	3050 57	27 00	225 00	325 00	1366 95
Clark.....	5	6	11	20	15	32 66 $\frac{2}{3}$	22 25	22 25	21 75	21 75	2120 00	27 00	225 00	225 00	225 00
Columbia.....	81	88	12	155	305	253	29 22	18 50	36 90	16 15	15281 75	113 75	2606 00	4481 83	1403 04
Crawford.....	24	43	7	59	122	114	25 15	17 80	27 75	17 90	6942 60	50 00	355 00	700 96	1458 27
Dane.....	107	143	7	213	440	362	27 85	19 69	29 45	16 67	16065 71	69 04	9181 00	5987 16	15100 15
Dodge.....	88	145	13	180	353	294	12 92	18 08	43 01 $\frac{1}{2}$	15 65	18246 57	6 00	2061 00	4463 88	1604 65
Door.....	2	16	2	14	19	15	29 75	19 25	22 00	19 96 $\frac{1}{2}$	2754 75	2754 75	550 00	1270 42	948 91
Douglas.....	1	3	3	5	5	5	33 00	17 00	22 00	22 00	700 00	100 00	100 00	100 00	100 00
Dunn.....	5	17	1	25	43	32	33 00	23 99	26 00	19 91	4054 00	16 00	1136 00	1041 00	400 00
Eau Claire.....	7	17	2	30	51	45	41 50	28 53	43 33	21 45	4818 00	26 00	3404 52	946 96	300 15
Fond du Lac.....	75	101	9	146	313	254	31 45	18 12	52 27	16 13	22545 00	71 00	12115 67	4930 44	1305 00

TABLE NO. III—continued.

Counties.	No. of Male Teachers employed during winter term.	No. of Female Teachers employed during winter term.	No. of Male Teachers employed during summer term.	No. of Female Teachers employed during summer term.	No. who have had experience as teachers previous to this year.	Average wages paid Male Teachers per month during winter term.	Average wages paid Female Teachers per month during winter term.	Average wages paid Male Teachers per month during summer term.	Average wages paid Female Teachers per month during summer term.	Amount raised by tax for teachers' wages.	Amount raised by tax for maps, charts and apparatus.	Amount raised by tax for building school houses.	Amount raised by tax for other purposes.	Amount raised for school purposes at annual town meeting.	
Grant.....	69	135	13	153	327	254	\$30 20	\$20 91	\$89 87½	\$15 45	\$17759 79	\$147 40	\$7192 45	\$4572 43	\$2078 25
Green.....	56	75	6	112	224	184	25 71	18 23	31 50	15 27	9043 29	28 50	4564 00	1916 51	1000 00
Green Lake.....	45	38	5	73	135	114	29 98	17 08	32 20	16 09	9140 25	.....	3900 00	1673 14	3873 00
Iowa.....	33	82	7	104	190	158	32 13	22 28	42 25	20 40½	10988 80	181 50	2282 06	2399 70	3455 59
Jackson.....	11	27	1	42	79	71	27 77	19 06	30 00	18 09	5051 50	9 00	1529 00	823 75	1060 00
Jefferson.....	41	103	7	115	233	197	30 00	17 40*	33 10	15 58	10131 90	142 00	6785 00	3189 10	6398 00
Juncos.....	26	51	2	70	132	110	28 62	15 85	63 00	52 72½	7491 57	83 75	1142 50	1084 33	640 00
Kenosha.....	23	60	6	71	136	114	35 83½	20 41½	32 77½	16 95¾	8339 95	10 00	847 00	3492 72	450 00
Keweenaw.....	7	15	4	21	31	26	19 66½	20 50	22 00	20 13¾	2772 00	12 50	704 50	340 19	270 00
Keweenaw.....	29	29	1	57	104	75	32 26	19 07	20 00	19 35	7424 15	16 80	390 00	790 22	150 00
La Crosse.....	46	50	11	104	189	147	28 73½	19 56	33 20	18 59½	8309 00	124 00	3781 00	2125 63	1710 00
La Fayette.....	1	1	1	2	2	33 33½	.....	.....	33 33½	400 00	20 00	.....	180 00	300 00	.....
LaPointe.....	1	1	1	2	2	33 33½	.....	.....	33 33½	400 00	20 00	.....	180 00	300 00	.....
Manitowish.....	42	46	22	62	144	114	29 15	19 63	28 32	18 91	12014 94	293 59	505 00	1189 32	518 87
Marathon.....	15	13	5	15	43	26	28 43¾	22 65	29 40	24 11	3411 00	147 00	1935 00	1013 92	1506 03
Marquette.....	17	30	2	43	83	70	26 70 ½	18 84	37 20	16 33¾	3720 72	22 00	442 50	663 09	460 00
Milwaukee.....	42	108	17	110	196	148	31 60 ½	20 20	36 47	19 85½	3864 40	.....	.....	.....	1565 30
Monroe.....	29	50	2	93	152	133	25 80½	19 54	43 50	15 92¾	7944 00	146 00	2032 00	2040 24	941 00
Oconto.....	1	11	1	15	25	23	45 00	24 27	45 00	23 41½	2419 00	10 00	1220 00	755 00	340 00

Onagamie.....	25	53	3	68	131	116	23	30	16	86 ^{1/2}	25	66 ^{1/2}	16	59 ^{1/2}	6475	10	170	871	488	89	1287	851	25	00	
Ozaukee.....	44	23	22	26	96	87	26	34	19	54	25	25	17	13	1938	12	143	50	494	00	701	15	2498	45	
Pepin.....	6	12	...	21	33	23	30	88	20	56	...	...	20	62	2199	00	...	...	970	00	446	50	500	00
Pierce.....	11	28	2	44	72	56	33	64	20	26	50	00	20	38	7031	00	8	00	1466	00	737	45	1675	00	
Polk.....	8	7	...	16	26	20	34	33 ^{1/2}	19	83 ^{1/2}	...	...	20	84 ^{1/2}	796	70	...	...	709	00	440	00	184	13
Portage.....	16	41	2	65	113	84	32	98	16	73	60	00	17	18	7872	29	55	00	1015	00	1406	98	535	00	
Racine.....	20	85	3	95	141	140	37	98	20	14	50	00	18	34	10468	00	28	70	1629	75	2292	12	1675	00	
Richland.....	53	54	8	75	169	118	24	81	17	18 ^{1/2}	32	47 ^{1/2}	16	23 ^{1/2}	7679	50	39	76	1806	00	1621	27	750	00	
Rock.....	77	114	5	170	351	267	29	391 ^{1/2}	19	65 ^{1/2}	51	21	17	07 ^{3/4}	23692	75	53	75	5171	01	6316	47	400	00	
St. Croix.....	16	30	2	46	82	64	28	75	22	68	36	00	22	56	6635	37	150	00	945	40	1081	00	808	45	
Sauk.....	52	109	6	134	262	217	26	09	17	54	20	29	16	28	10787	40	16	20	3766	25	3079	93	1453	67	
Shawano.....	1	4	1	7	12	9	32	00	27	50	25	00	22	00	1421	00	26	00	255	00	86	00	...	...
Sheboygan.....	51	78	7	98	214	185	29	03	19	90	37	37	17	12	9036	38	94	00	1972	00	2034	90	5947	00	
Trempealeau.....	9	14	1	38	52	40	25	10	20	85 ^{1/2}	47	00	18	58 ^{1/2}	3462	50	50	00	625	00	972	91	100	00	
Vernon.....	48	42	9	83	158	133	23	46	16	94	21	25	15	61	5449	54	11	00	1019	25	120	90	267	51	
Walworth.....	70	87	9	140	274	230	33	17 ^{1/2}	18	44	43	18 ^{1/2}	15	18	16906	00	28	50	1545	15	4565	49	100	00	
Washington.....	64	42	10	50	146	158	27	18	17	94	28	00	14	92	3478	69	4	00	2318	00	1626	42	244	00	
Waukesha.....	44	93	9	119	243	204	32	25	20	65	38	57	16	48	14746	50	57	75	3128	06	3568	21	200	00	
Waupaca.....	25	47	11	78	146	109	27	61	19	33	31	75	19	17	8408	00	105	90	1542	30	1919	39	647	09	
Wausau.....	21	60	2	83	157	133	25	69	16	06	35	00	14	33	6552	51	...	...	539	00	864	31	361	14
Winnebago.....	48	79	8	103	207	175	32	57	19	02	43	72	17	55	12798	80	63	00	3420	00	8634	40	150	00	
Wood.....	3	14	...	15	31	28	60	00	23	81	47	00	20	92	4768	60	45	00	700	00	952	65	...	...
Total.....	1821	2758	30	3871	7583	242	80	02	19	72	31	77	19	14	415884	47	2990	18	291	80	95725	4274326	54

TABLE NO. IV

Counties.	Kinds of Books used in School.														
	School houses without Blackboards.	School Houses with Outline Maps.	School House sites less than one acre.	Sites uninclosed.	Log School Houses.	Frame School Houses.	Brick School Houses.	Stone School Houses.	Lowest valuation of School House.	Highest valuation of School House.					
									Total valuation of School houses.	Spellers.	Readers.	Arithmetics.	Geographies.	Grammars.	
Adams.....	3	65	75	64	26	39	1	1	\$5 00	\$500 00	\$8,235 00	Sanders.....	Sanders.....	Ray.....	McNally.....
Ashland.....	1	1	2	1	1	1	1	1	20 00	5,000 00	1,550 00	do.....	McGuifey.....	R. & Davis.....	Monteith.....
Brown.....	17	22	48	45	42	21	1	1	20 00	1,700 00	17,351 00	do.....	McGuifey.....	Ray.....	Cornell.....
Buffalo.....	3	29	13	27	19	12	1	1	20 00	500 00	7,740 00	Sanders.....	Sanders.....	do.....	National.....
Calumet.....	17	33	40	31	31	21	1	1	15 00	500 00	7,738 00	do.....	do.....	Thompson.....	Cornell.....
Chippewa.....	6	17	20	16	8	12	1	1	10 00	1,200 00	8,795 00	McGuifey.....	McGuifey.....	Davies.....	McNally.....
Clark.....	7	11	12	12	8	4	1	1	50 00	400 00	2,087 00	do.....	National.....	do.....	do.....
Columbia.....	5	126	135	130	19	136	4	10	25	6,000 00	55,988 25	Sanders.....	Sanders.....	Thompson.....	Co. ell.....
Crawford.....	19	63	58	71	41	30	4	1	1 00	4,000 00	18,855 00	do.....	Sanders.....	Ray.....	McNally.....
Dane.....	15	170	187	179	52	136	17	25	5 00	4,000 00	86,051 50	do.....	do.....	do.....	Cornell.....
Dodge.....	17	133	153	135	36	130	9	10	01	8,000 00	68,119 75	do.....	McGuifey.....	do.....	do.....
Door.....	3	16	11	14	15	5	1	1	100 00	600 00	3,890 00	do.....	do.....	do.....	Mitchell.....
Douglas.....	1	3	2	2	1	2	1	1	100 00	600 00	900 00	do.....	Sanders.....	do.....	Cornell.....
Dunn.....	10	24	20	20	10	19	1	1	25 00	800 00	5,398 36	Sanders.....	do.....	Thompson.....	do.....
Eau Claire.....	5	31	27	24	7	20	1	1	20 00	1,000 00	5,275 00	do.....	do.....	do.....	do.....
Fond du Lac.....	8	139	132	111	29	119	9	4	25	4,000 00	78,330 25	do.....	do.....	do.....	do.....
Grant.....	47	159	114	145	43	116	13	15	10 00	5,000 00	70,576 00	McGuifey.....	McGuifey.....	Ray.....	McNally.....
Green.....	7	88	88	96	24	69	7	19	5 00	4,500 00	39,435 00	do.....	do.....	do.....	Cornell.....
Green Lake.....	2	49	53	59	14	56	1	1	2 00	2,000 00	19,490 00	Sanders.....	Sanders.....	Thompson.....	do.....
Iowa.....	25	61	46	85	21	78	3	13	no rept	1,000 00	39,664 32	McGuifey.....	McGuifey.....	Ray.....	McNally.....
Jackson.....	8	24	18	23	8	85	1	1	10 00	1,000 00	18,075 00	do.....	do.....	do.....	do.....
Jefferson.....	69	111	102	102	28	63	30	1	10 00	5,000 00	49,083 00	do.....	Sanders.....	Thompson.....	Cornell.....

Juneau	12	58	44	55	37	44	10 00	3,000 00	17,117 00	McGuiffy	Ray	McNally	Clark
Kenosha	28	59	38	1	60	4	10 00	15,000 00	42,056 00	S. & Nat'l	Davies	do.	do.
Keweenaw	5	12	16	6	24	5	25 00	900 00	4,355 00	McGuiffy	Ray	Cornell	Smith
La Crosse	3	29	42	34	9	42	25 00	5,000 00	25,885 00	do.	do.	Monteith	Pinneo
La Fayette	22	85	67	72	10	78	5 00	3,000 00	28,385 00	Webster	Robinson	G. & Mitch.	do.
La Pointe	20	66	87	85	67	32	20 00	2,000 00	19,140 00	Twp. Sanders	Ray	Cornell	Wells
Manitowish	10	27	9	20	23	12	no rept.	do.	8,077 00	do.	Davies	Monteith	Clark
Marathon	8	24	27	30	23	15	5 00	1,500 00	9,843 00	do.	Robinson	Cornell	do.
Marquette	2	20	69	33	13	53	10 00	16,250 00	116,584 00	McGuiffy	Ray	Monteith	Pinneo
Milwaukee	36	55	62	72	45	53	25 00	3,900 00	19,403 50	Sanders	do.	McNally	Clark
Monroe	2	4	7	10	3	12	100 00	1,000 00	7,650 00	do.	do.	Cornell	Pinneo
Ontario	6	43	57	41	33	36	0 02	5,500 00	21,477 00	McGuiffy	do.	Monteith	Clark
Ozaukee	1	26	54	46	36	14	20 00	4,000 00	17,846 00	Sanders	do.	McNally	do.
Pepin	3	32	12	17	10	16	25 00	2,500 00	8,925 00	do.	Thompson	Monteith	Pinneo
Pierce	7	25	30	39	18	25	20 00	2,800 00	12,001 00	do.	Robinson	do.	Clark
Portage	12	14	9	13	11	5	25 00	850 00	3,985 00	P. & W.	Davies	do.	do.
Racine	6	64	48	47	21	41	15 00	5,000 00	17,228 00	Sander	Ray	Cornell	do.
Richland	21	99	86	99	67	44	15 00	6,000 00	47,040 00	do.	Davies	Mon & McN	do.
Rock	2	123	127	106	4	104	5 00	2,400 00	18,489 80	McGuiffy	Ray	do.	Pinneo
St. Croix	8	45	26	27	2	39	30 00	2,500 00	98,159 15	do.	Davies	Cornell	Wells
Sauk	16	110	119	110	4	82	1 00	2,000 00	17,124 00	Sanders	do.	McNally	Clark
Shawano	5	11	5	9	8	3	3 00	2,000 00	33,968 75	do.	do.	Mitchell	do.
Sheboygan	14	72	76	86	35	79	10 00	4,000 00	1,570 00	do.	do.	McNally	do.
Trempealeau	10	32	27	32	5	29	3 00	2,000 00	30,793 00	National	do.	Monteith	do.
Vernon	32	81	68	78	52	44	5 00	450 00	10,953 00	McGuiffy	Ray	Mitchell	Pinneo
Walworth	8	91	107	80	11	97	7 10	2,000 00	13,833 75	Sanders	Thompson	Cornell	Clark
Washington	20	85	99	103	61	29	1 50	1,600 00	46,100 00	do.	Davies	Monteith	do.
Waukesha	2	84	99	91	8	59	20 00	10,000 00	19,836 50	do.	hompson	Cornell	do.
Waupaca	4	47	67	67	36	50	01	1,000 00	59,412 00	do.	do.	do.	do.
Wausau	27	34	59	69	33	59	06	1,000 00	14,616 13	do.	do.	do.	do.
Winnebago	16	71	86	75	19	74	01	8,000 00	15,290 06	McGuiffy	Ray	McNally	do.
Wood	10	14	16	3	15	15	50 00	3,000 00	51,785 19	do.	do.	Mitchell	Pinneo
	570	2932	3177	3147	1249	2558	198	186	61,140 00	Sanders	Ray	Cornell	Clark
							01	\$32,000 00	\$1,487,495 38	Sander			

TABLE No. V.

COUNTIES.	No. Select and Private Schools.	No. of Pupils reported attending the same.	No. of Libraries in the County.	No. of Volumes in the same.	No. of Volumes purchased this year.	No. of Volumes loaned this year.
Adams.....	1	180	1	150		
Ashland.....						
Brown.....	5	96	5	760	19	205
Buffalo.....						
Calumet.....	1	26	10	337	11	98
Chippewa.....			1	9		
Clark.....						
Columbia.....	1	50	33	1073	17	417
Crawford.....	2	50	3	54		20
Dane.....	2	60	50	1286	35	542
Dodge.....	12	454	50	2708	63	926
Door.....						
Douglas.....	1	10	2	6		
Dunn.....						
Eau Claire.....						
Fond du Lac.....	14	496	56	1662	28	501
Grant.....	13	587	7	459	7	218
Green.....	2	43	9	791		161
Green Lake.....	5	122	29	900	30	333
Iowa.....	2	65	11	491	6	270
Jackson.....			2	66		
Jefferson.....	10	260	45	1385		335
Juneau.....	2	20	2	197	34	125
Kenosha.....			60	1460		875
Kewaunee.....						
La Crosse.....	7	325	4	119		
La Fayette.....	5	173	6	675	10	741
La Pointe.....						
Manitowoc.....	4	150	8	1041	42	290
Marathon.....	2	30	2	8	1	
Marquette.....	Not reported		6	346		102
Milwaukee*.....	54	5944	5	1145	10	409
Mouroe*.....	1	19				
Oconto.....	4	60		no report		
Outagamie.....	1	20	9	326		73
Ozaukee.....	4	390	29	1471	60	813
Pepin.....	1	100				
Pierce.....	1	28				
Polk.....						
Portage.....	2	56	5	334		573
Racine.....	6	216	41	1836		737
Richland.....	4	120	8	190		416
Rock*.....	4	127	29	1480	40	1063
St. Croix.....			1	25		
Sauk.....	8	201	27	630	7	343
Shawano.....						
Sheboygan.....	10	491	46	1333	26	353

* These items not fully reported.

Table No. V.—continued.

COUNTIES.	No. Select and Private Schools.	No. of Pupils reported attending the same.	No. of Libraries in the County.	No. of Volumes in the same.	No. of Volumes purch- ased this year.	No. of Volumes loaned this year.
Trempealeau.....			5	274		31
Vernon.....	2	70				
Walworth.....	14	94	106	940 $\frac{1}{2}$		408
Washington.....	6	299	54	1168	8	456
Waukesha.....	13	309	25	725	5	288
Waupaca.....			4	164	32	140
Waushara.....	3	76				
Winnebago.....	5	199	6	373	8	116
<i>and</i>	2	47	1	72		
Total.....	236	12,063	753	28,475	499	12,385

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- Page 8, eighth line from the top, for "attained" read "obtained."
 Page 18, sixteenth line from the top, for "were" read "was."
 Page 49, seventh line from the top, for "neither" read "either," and for "nor" read "or."
 Page 91, in table "cost of instruction," for "74 cts." amount expended for each scholar of school age in 1861, read "\$2.74;" and for "81 cts." in 1862, read "\$2.81."
 Page 102, third line from the top, for "benificent" read "beneficent."

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